



Leadership Certificate Program in Psychological Health & Safety

Response to RFB 21473

Submitted to
Government of Ontario

Submitted by
Meunier Advisory Group
Operating name of 1001509041 Ontario Inc

Primary Contact:

Pauline Meunier
Program Director
Meunier Advisory Group

Email: contact@meunieradvisorygroup.com
Phone: 705 349 2811

Submission Date
March 16, 2026

Prepared by Meunier Advisory Group
Proprietary and Confidential Proposal

Executive Summary

Meunier Advisory Group proposes a leadership certificate program designed to strengthen the capacity of Ontario Public Service leaders to support psychologically healthy and safe workplaces. The program integrates evidence-informed learning with practical leadership application, helping participants understand how leadership practices and workplace conditions influence psychological health and safety.

The proposed program is delivered through a structured ten-week cohort model that combines self-directed learning modules with virtual instructor-led sessions. This blended learning approach allows participants to build foundational knowledge independently while also engaging in facilitated discussions, reflective exercises, and practical application activities during live sessions. The program concludes with a capstone project that encourages participants to apply course concepts within their own workplace context.

The curriculum is informed by the National Standard of Canada for Psychological Health and Safety in the Workplace and research examining leadership influence on workplace wellbeing. The program focuses on practical leadership behaviours, communication practices, and decision-making approaches that contribute to psychologically safe team environments and support employee wellbeing.

Meunier Advisory Group brings extensive experience in workplace mental health education and leadership development. The program is led by Pauline Meunier, a nationally experienced mental health facilitator and leadership trainer with over a decade of experience delivering workplace mental health training programs across Canada, including facilitation and facilitator certification training associated with programs developed by the Mental Health Commission of Canada. Ms. Meunier also brings significant public-sector leadership experience, including senior leadership roles within emergency services organizations.

The program will be delivered through a scalable cohort model supported by a team of experienced facilitators who have completed nationally recognized facilitator training programs in workplace mental health and who have extensive experience delivering leadership and mental health education in workplace settings.

To support accessibility and inclusion, the program will be delivered virtually and will be available in both English and French. Program materials will be developed using accessible design principles and will align with the accessibility requirements of the Accessibility for Ontarians with Disabilities Act (AODA).

Meunier Advisory Group's approach emphasizes practical leadership development, evidence-informed curriculum design, and consistent program delivery. Through this program, leaders within the Ontario Public Service will gain the knowledge, confidence, and practical tools needed to foster psychologically healthy and safe workplaces.

Table of Contents

Executive Summary	1
Program Overview	4
Leadership Certificate Program in Psychological Health & Safety	4
Program Structure	4
Program Leadership Model	5
Delivery Model	5
2. Proposed Approach	6
2.2 Deliver a Customizable, Accessible, and Bilingual Program	6
2.3 Evidence-Informed Leadership Certificate Program	7
Evidence-Informed Curriculum Design	7
2.4 Tracking and Reporting Framework	8
3. Capabilities	10
3.1 Description of the Bidder	10
3.2 Bidder Experience	11
3.3 Roles and Responsibilities	12
Program Director – Pauline Meunier	12
French Program Lead – Sabrina Jouniaux-Romano	13
Facilitation Team	13
Subject Matter Advisors	14
Program Coordination and Session Support	15
Program Oversight and Continuous Improvement	15
3.4 Knowledge, Skills and Expertise	16
3.5 Work Plan	17
Phase 1 – Program Preparation and Curriculum Finalization	17
Phase 2 – Program Delivery	18
Phase 3 – Program Oversight and Continuous Improvement	18
4. References	20
Appendix	21
Appendix A	21

Program Delivery Schedule (Implementation Timeline)	21
Appendix B	22
Certificate Program Curriculum Overview	22
Appendix C	24
Learning Design Examples	24
Appendix D	27
Cohort Delivery Model	27
Appendix E	28
Learning Management System and Digital Accessibility	28
Appendix F	29
Relevant Project Experience	29
Appendix G	36
Intellectual Property Statement	36

Program Overview

Leadership Certificate Program in Psychological Health & Safety

This leadership certificate program is designed to strengthen the capacity of Ontario Public Service leaders to create psychologically healthy and safe workplaces. The program combines evidence-informed learning with practical leadership application, enabling participants to understand how workplace conditions, leadership behaviours, and organizational practices influence psychological health and safety.

The program integrates concepts from the National Standard of Canada for Psychological Health and Safety in the Workplace with leadership development principles and adult learning practices. Participants explore how leadership behaviours shape team environments, communication patterns, and workplace conditions that influence employee wellbeing and psychological safety.

Through a structured learning pathway, the program supports leaders in developing the knowledge, confidence, and practical tools required to support psychologically healthy workplaces within the Ontario Public Service.

Program Structure

Week	Delivery Format	Topic
Week 1	LMS Module	Foundations & PHS Framework / Legal Considerations & Early Intervention
Week 2	Live Session	Psychological safe behaviours
Week 3	LMS Module	Accommodation & Recovery
Week 4	Live Session	Difficult Conversations
Week 5	LMS Module	Team Environment and Structural Conditions
Week 6	Live Session	Risk Prioritization and Systems Decision-Making
Week 7	LMS Module	Championing PHS as a Leadership Priority
Week 8	Live Session	Implementation & Capstone Project
Weeks 9–10	Capstone Project	Capstone Project Completion Period

Program Leadership Model

Leadership behaviour influences workplace conditions and team climate. Positive leadership practices strengthen psychological safety, which contributes to improved employee well-being, engagement, and organizational performance.

The program helps leaders understand these factors not simply as risks to be managed but as indicators of workplace conditions influenced by leadership practices, team dynamics, and organizational systems. Rather than viewing psychological health and safety as a separate initiative, the program supports leaders in integrating these principles into everyday leadership practices, team management, and operational decision-making.

The program focuses on helping leaders translate psychological health and safety principles into everyday leadership decisions and team interactions.

Delivery Model

The program is delivered through a scalable cohort model combining self-directed LMS learning with virtual instructor-led sessions. Foundational concepts are introduced through self-directed modules, while live sessions provide opportunities for facilitated discussion, reflection, and practical application.

The program is intentionally structured over a ten-week period to support deeper engagement with the material. Spacing learning over several weeks allows leaders time to reflect on concepts, consider their leadership practices, and apply ideas within their workplace context between sessions.

The hybrid design supports the operational realities of leaders within the Ontario Public Service. Self-directed modules allow participants to complete learning around existing responsibilities, while scheduled live sessions create structured opportunities for peer discussion, facilitated learning, and shared reflection across ministries. Participants complete LMS modules within defined timeframes prior to each live session, ensuring that cohorts arrive with a shared understanding of key concepts.

Multiple cohorts may run concurrently, enabling participation from leaders across ministries while maintaining a consistent curriculum and learning experience.

The ten-week structure also supports the development of the capstone project. As participants move through the program, they are encouraged to reflect on how concepts apply to their leadership context. By the final session, participants are prepared to translate learning into a practical leadership action plan grounded in real workplace priorities.

2. Proposed Approach

Meunier Advisory Group proposes a leadership certificate program designed to strengthen the capacity of Ontario Public Service leaders to support psychologically healthy and safe workplaces. The program combines an evidence-informed curriculum with a structured learning model that integrates self-directed online learning, facilitated virtual sessions, and workplace application through a capstone project.

The program is delivered through a cohort-based model, supporting leaders in building practical skills related to psychological health and safety, including recognizing workplace conditions that influence mental health, navigating difficult conversations, and strengthening team environments. The proposed approach emphasizes accessibility, scalability, and alignment with the operational realities of leaders working across ministries within the Ontario Public Service.

2.2 Deliver a Customizable, Accessible, and Bilingual Program

The proposed leadership certificate program is designed to support leaders across the Ontario Public Service in strengthening psychologically healthy and safe workplaces.

The program combines self-directed learning modules with virtual instructor-led sessions to create a flexible learning experience that accommodates the schedules and responsibilities of leaders working across ministries. Foundational concepts are introduced through self-directed modules, while live sessions provide opportunities for facilitated discussion, reflection, and peer learning.

The program will be delivered fully virtually, enabling participation from leaders located across Ontario while maintaining a consistent learning experience across cohorts.

To support accessibility, the program will align with the requirements of the Accessibility for Ontarians with Disabilities Act (AODA). Learning materials are developed using accessible design principles, including clear formatting, accessible digital documents, and compatibility with assistive technologies where required.

The program will be delivered in both English and French. French-language delivery will be supported through dedicated bilingual facilitation and translation oversight to ensure linguistic accuracy and conceptual consistency between language versions. This approach supports not only accurate translation, but also the preservation of meaning, tone, and leadership context across both languages.

The program is delivered using a standardized curriculum to ensure consistent delivery across cohorts. Facilitated discussions and practical activities allow participants to consider how course concepts apply within their own leadership and workplace contexts.

The curriculum, instructional design, and learning materials associated with the Leadership Certificate Program represent established program content developed by Meunier Advisory

Group and are provided for the purpose of program delivery and participant learning as part of this engagement.

2.3 Evidence-Informed Leadership Certificate Program

The curriculum design for the Leadership Certificate Program is grounded in established research and national frameworks related to psychological health and safety, leadership development, and adult learning.

Evidence-Informed Curriculum Design

The Leadership Certificate Program in Psychological Health and Safety is designed as an evidence-informed learning experience that integrates research on workplace mental health, psychological safety, and leadership development with practical strategies for workplace application.

The curriculum design is informed by established research and national frameworks related to workplace mental health, leadership development, and adult learning, including:

- National Standard of Canada for Psychological Health and Safety in the Workplace (CSA Group & Mental Health Commission of Canada, 2013 / 2023 update)
- Research on psychological safety and leadership behaviours in teams (Edmondson)
- Adult learning theory and leadership development principles (Knowles)

Research examining leadership practices, workplace conditions, and employee well-being consistently demonstrates that leadership behaviours influence employee mental health outcomes and overall workplace functioning (Vonderlin et al., 2021; Wu et al., 2021). These sources inform the program's emphasis on practical leadership behaviours that influence workplace climate, team functioning, and psychological health and safety outcomes.

The program translates the principles of the National Standard into leadership practices that can be applied within day-to-day management and operational decision-making.

The National Standard is currently undergoing a periodic review process. Updates to the Standard and associated guidance documents will be monitored throughout the program delivery period. Where relevant, program materials will be reviewed and updated to ensure continued alignment with current national guidance.

If updates occur during the program delivery period, adjustments may be incorporated into subsequent cohorts and shared with earlier participants through updated learning materials or supplemental resources. Where appropriate, updates may be introduced through revised learning modules or supplemental learning resources to ensure participants continue to receive current, evidence-informed guidance.

The program introduces leaders to the psychosocial factors associated with psychological health and safety, commonly described as the 13 psychosocial factors identified within the National Standard. Rather than presenting these factors as isolated risks, the program helps leaders understand them as indicators of workplace conditions shaped by leadership practices, team dynamics, and organizational systems.

Research on psychological safety has demonstrated that leadership behaviours play a significant role in shaping workplace environments where employees feel safe to raise concerns, ask questions, and contribute ideas without fear of negative consequences. The program integrates these concepts by focusing on leadership communication practices, interpersonal behaviours, and decision-making approaches that influence team climate and workplace wellbeing.

The program also reflects research on adult learning and leadership development, recognizing that leaders learn most effectively when they are able to connect new knowledge with their existing experience and apply concepts directly to real-world situations. The program therefore emphasizes discussion-based learning, reflection, and practical application activities that allow participants to examine how course concepts apply within their own teams and organizational contexts.

Participants are encouraged to engage with course material through facilitated discussions, scenario-based reflection, and collaborative dialogue with peers. These activities support deeper understanding of psychological health and safety concepts and help participants translate learning into practical leadership actions.

By combining research-informed concepts with practical leadership application, the program supports leaders in developing the knowledge, confidence, and practical strategies needed to support psychologically healthy workplaces within the Ontario Public Service.

2.4 Tracking and Reporting Framework

Program reporting will include participation and completion metrics generated through the learning management system, including learner enrollment, module completion, and participation in live sessions.

To provide an indicator of learning impact, participants will complete a short pre- and post-program confidence reflection. The reflection focuses on leadership practices associated with psychological health and safety, such as navigating difficult conversations, recognizing early indicators of risk, and supporting psychologically safe team environments.

Aggregated results will allow for the identification of changes in participant confidence across key leadership competencies over the duration of the program.

In addition to quantitative metrics, the program will generate qualitative insights through analysis of participant capstone projects. These projects focus on practical leadership actions participants intend to implement within their workplace context. Reviewing the capstone projects allows for the identification of themes related to psychological health and safety implementation across participating teams.

Summary reporting may include:

- Participation and completion metrics
- Aggregated pre- and post-program confidence measures
- Themes emerging from leadership action plans

These insights provide both measurable indicators of learning impact and practical insight into leadership priorities related to psychological health and safety.

Facilitator observations and debrief discussions may also be incorporated into the evaluation process. These discussions allow facilitators to identify emerging themes, learning challenges, and opportunities to refine program delivery.

Through this combination of participant tracking, feedback collection, and facilitator reflection, the program will maintain a strong focus on accountability, program quality, and continuous improvement.

3. Capabilities

Meunier Advisory Group brings extensive experience in workplace mental health education, leadership development, and facilitation of training programs focused on psychological health and safety. The organization's work integrates practical leadership experience with evidence-informed program design to support structured learning initiatives delivered at scale.

3.1 Description of the Bidder

Meunier Advisory Group is an Ontario-based consulting and training organization specializing in psychological health and safety, leadership development, and workplace mental health implementation. The organization operates through an Ontario-incorporated entity and provides services across Canada through a network of experienced facilitators and subject-matter experts.

The organization's work focuses on translating the principles of the National Standard of Canada for Psychological Health and Safety in the Workplace into practical leadership behaviours, operational practices, and organizational strategies that can be applied in complex workplace environments.

The firm is led by Pauline Meunier, Program Director and Lead Facilitator. Ms. Meunier brings more than 25 years of leadership and operational experience in public service, including 26 years in prehospital care and senior leadership roles, including Paramedic Chief. Her experience includes oversight of complex operational systems, workforce development, and implementation of workplace health and safety initiatives in high-pressure public service environments.

Over the past decade, Ms. Meunier has delivered mental health and leadership training across Canada, including more than ten years as a certified facilitator of The Working Mind, a nationally recognized mental health program developed by the Mental Health Commission of Canada (MHCC). In addition to delivering the program, she has served as a lead facilitator responsible for training and certifying new facilitators under the MHCC facilitator certification model.

Beginning in 2023, Ms. Meunier has also contributed to Psychological Health and Safety (PHS) implementation initiatives and is a certified workplace assessor under the MHCC Psychological Health and Safety assessment program. This work includes supporting organizations in evaluating their progress in implementing the National Standard for Psychological Health and Safety in the Workplace and translating assessment findings into practical leadership and organizational improvements.

French-language delivery and translation oversight will be led by a dedicated bilingual program lead to ensure that program materials and facilitation reflect both linguistic accuracy and the leadership context of French-speaking participants within the Ontario Public Service.

The facilitation team consists of experienced instructors who regularly deliver workplace mental health programs for national organizations and who are experienced in virtual instructor-led learning environments.

The organization's delivery model supports scalable program implementation while maintaining consistent program quality. A standardized curriculum is delivered through a distributed facilitation team supported by centralized program oversight, learner tracking, and quality assurance processes.

This approach enables delivery of large-scale leadership training while maintaining consistent learning outcomes, adherence to adult learning principles, and alignment with the psychological health and safety objectives of the Ontario Public Service.

3.2 Bidder Experience

The bidder brings extensive experience in the design and delivery of workplace mental health and leadership training programs across Canada. This work focuses on helping leaders understand their role in supporting psychologically healthy and safe workplaces and translating national frameworks and research into practical leadership practices.

Program Director Pauline Meunier has more than a decade of experience delivering mental health training programs to leaders and employees across multiple sectors, including public safety organizations, municipal governments, and other public sector workplaces. This work has involved facilitating training sessions, supporting organizational implementation efforts, and helping leaders apply mental health principles within complex operational environments.

For more than ten years, Ms. Meunier has been a certified facilitator of The Working Mind, a national mental health education program developed by the Mental Health Commission of Canada (MHCC). In addition to delivering the program, she has served as a lead facilitator responsible for training and certifying new facilitators through the MHCC Facilitator Certification Training program. In this role, she has supported the development of facilitator capacity and program quality across Canada by preparing new instructors to deliver standardized workplace mental health training programs.

This experience includes delivering both virtual and instructor-led training sessions and adapting facilitation approaches to support participant engagement, reflection, and practical application of learning in workplace contexts.

Beginning in 2023, Ms. Meunier has expanded her work in Psychological Health and Safety (PHS), contributing to the development and facilitation of training aligned with the National Standard of Canada for Psychological Health and Safety in the Workplace. She is also a certified workplace assessor under the MHCC Psychological Health and Safety assessment

program and has supported organizations in evaluating their progress toward implementing the National Standard.

This work provides direct insight into the practical challenges organizations face when implementing psychological health and safety initiatives and informs the development of training that helps leaders translate the principles of the National Standard into everyday leadership practices.

In addition to her training and facilitation experience, Ms. Meunier brings more than 25 years of operational leadership experience in public service environments, including 26 years in prehospital care and leadership roles such as Paramedic Chief. In these roles, she was responsible for organizational leadership, workforce management, operational decision-making, and compliance with workplace health and safety obligations.

This operational background provides a strong understanding of the realities faced by leaders in public service environments, including the need to balance operational demands, workforce wellbeing, legal obligations, and organizational performance.

Meunier Advisory Group integrates this operational leadership perspective with expertise in adult learning and leadership development to design programs that are practical, engaging, and directly relevant to the responsibilities of leaders within the Ontario Public Service.

3.3 Roles and Responsibilities

The Leadership Certificate Program in Psychological Health and Safety will be delivered through a structured program delivery model consisting of program leadership, bilingual delivery oversight, and a team of experienced facilitators. This structure ensures consistent program quality while supporting scalable delivery across multiple cohorts.

Program Director – Pauline Meunier

Pauline Meunier serves as Program Director and Lead Facilitator for the Leadership Certificate Program in Psychological Health and Safety. She is the founder of Meunier Advisory Group and brings extensive experience in workplace mental health education, leadership development, and psychological health and safety implementation.

Ms. Meunier has more than a decade of experience delivering mental health and leadership training programs across Canada.

She has served as a certified facilitator of The Working Mind, a national workplace mental health program developed by the Mental Health Commission of Canada (MHCC), and has advised on program updates. She has also acted as a lead facilitator responsible for training and certifying new instructors through the MHCC Facilitator Certification Training program.

Her work also includes supporting organizations in implementing the National Standard of Canada for Psychological Health and Safety in the Workplace. She is a certified workplace assessor within the MHCC Psychological Health and Safety assessment program and has assisted organizations in evaluating progress toward implementing the Standard and translating assessment findings into practical workplace improvements.

In addition to her training and facilitation experience, Ms. Meunier brings more than 26 years of operational leadership experience in public service environments, including roles in prehospital care as a frontline paramedic, union leader, and Paramedic Chief. This experience provides a strong understanding of the operational realities faced by leaders responsible for workforce wellbeing, service delivery, and organizational performance.

As Program Director, Ms. Meunier will provide overall leadership for program implementation, including curriculum oversight, facilitator preparation, quality assurance, and coordination of program delivery.

French Program Lead – Sabrina Jouniaux-Romano

Sabrina Jouniaux-Romano serves as the French Program Lead for the Leadership Certificate Program in Psychological Health and Safety. Originally from Paris, France, she holds Bachelor's degrees in Social Work and Education. She relocated to Canada in 2012 and has since worked extensively in mental health, training, and community-based support roles across multiple regions.

Sabrina has significant experience delivering and supporting bilingual mental health education programs. She has served as a facilitator and Master Trainer for Mental Health First Aid and previously worked as a bilingual training specialist for national programs developed by the Mental Health Commission of Canada, including Mental Health First Aid, The Working Mind, The Inquiring Mind, and Headstrong. She has also worked as a bilingual supervisor for the Kids Help Phone text crisis line and has led mental health initiatives supporting Francophone and Acadian communities.

In her role as French Program Lead, Sabrina oversees French-language delivery and translation oversight to ensure linguistic accuracy and conceptual consistency across both language versions of the program. Her work helps ensure that French-language participants receive an equivalent learning experience that reflects the nuance, tone, and leadership context of the original program design.

Facilitation Team

The facilitation team includes experienced instructors who have completed nationally recognized facilitator training programs in workplace mental health and who have extensive experience delivering leadership and mental health education in workplace settings.

Facilitators will be responsible for delivering the live virtual sessions that form part of the certificate program. Their responsibilities include guiding discussion-based learning, supporting participant engagement, facilitating reflective exercises, and helping participants connect course concepts to their leadership responsibilities.

Facilitators participating in the program have extensive experience delivering virtual instructor-led training and are familiar with the dynamics of adult learning in professional environments.

Subject Matter Advisors

Meunier Advisory Group engages subject matter advisors to support program design, curriculum review, and continuous improvement. Advisors contribute specialized expertise in leadership development, psychological health and safety, and organizational systems that influence workplace culture and employee wellbeing. Their perspectives support alignment with current research, leadership practice, and evolving guidance related to psychological health and safety.

Claudia Canales – Psychological Health and Safety Specialist

Claudia Canales is a psychological health and safety specialist and workplace mental health consultant with over twenty-five years of experience in mental health and organizational wellbeing. She has worked extensively across sectors, including government, healthcare, education, and first responder organizations. Claudia previously served as National Manager of Workplace Projects for the Mental Health Commission of Canada, where she led the national delivery of workplace mental health training programs to more than 50,000 participants.

Her expertise in workplace mental health, resilience-building, and psychological health and safety program implementation supports the program's alignment with national best practices.

Susan Phelan – Organizational Development and Leadership Specialist

Susan Phelan is an organizational development consultant, trainer, and coach with more than twenty-five years of experience supporting leadership development and organizational change across public and private sector organizations. She holds a Master's degree in Applied Behavioural Science and has extensive experience in leadership development, team effectiveness, conflict resolution, and workplace psychological well-being.

Her work focuses on helping leaders build psychologically safe team environments and strengthen leadership practices that support healthy workplace cultures.

Lynn Ansara– Leadership and Executive Coaching Specialist

Lynn Ansara is an executive leadership coach and leadership development specialist with extensive experience supporting leaders in complex organizational environments. Her work focuses on strengthening leadership capability, reflective leadership practice, and coaching approaches that support leaders in navigating challenging workplace situations.

Her expertise supports the program's emphasis on practical leadership application, helping leaders translate psychological health and safety concepts into everyday leadership behaviour and decision-making.

Together, these advisors provide complementary expertise that supports the integration of psychological health and safety, leadership capability development, and organizational change within the program design.

Accessibility and Inclusive Learning Advisor

The program team consults with accessibility specialists to support inclusive learning design and alignment with accessibility requirements. Accessibility expertise is incorporated into program development and review to ensure that learning materials and digital delivery approaches align with the Accessibility for Ontarians with Disabilities Act (AODA) and recognized digital accessibility standards such as the Web Content Accessibility Guidelines (WCAG). This advisory input supports the development of accessible learning materials, inclusive facilitation practices, and equitable participation for learners with diverse accessibility needs.

Program Coordination and Session Support

Program coordination and session support will be provided to support the delivery of virtual sessions and ensure a smooth learning experience for participants.

Responsibilities include preparing virtual learning sessions, supporting technical aspects of session delivery, managing participant access and attendance tracking, and assisting facilitators with breakout room coordination and session logistics.

Session support staff will join sessions in advance of the start time to prepare the virtual environment, assist participants with access issues if required, and ensure that sessions run smoothly.

Program Oversight and Continuous Improvement

Program oversight will be maintained through regular review of delivery progress, participant feedback, and facilitator observations.

The Program Director will monitor program delivery across cohorts to ensure consistent implementation of the curriculum and to identify opportunities for improvement. Feedback

collected through participant evaluations and facilitator debriefs will be reviewed periodically to support ongoing refinement of the program.

This structured delivery model allows consistent program quality while supporting the delivery of multiple cohorts across the program year(s).

3.4 Knowledge, Skills and Expertise

To support the development of practical skills for leaders responsible for creating psychologically healthy workplaces, the program team brings combined evidence-informed practice and operational leadership experience, including specialized knowledge in psychological health and safety, leadership development, adult learning, and workplace mental health implementation.

Psychological Health and Safety Expertise

Drawing on more than a decade of experience delivering workplace mental health training and supporting psychological health and safety initiatives across Canada. Meunier Advisory Group's expertise in psychological health and safety is grounded in the National Standard of Canada for Psychological Health and Safety in the Workplace and the growing body of research examining the relationship between workplace conditions, leadership behaviours, and employee mental health outcomes.

Relevant expertise includes facilitation of workplace mental health training programs, participation in national psychological health and safety initiatives, and completing workplace assessments under the Mental Health Commission of Canada's Psychological Health and Safety assessment program. Through this work, the organization has developed practical insight into how organizations assess, implement, and sustain psychological health and safety initiatives.

This experience informs the development of training that helps leaders translate the principles of the National Standard into practical leadership behaviours, workplace practices, and day-to-day management decisions.

Leadership Development

The organization brings experience in leadership development within complex operational environments, integrating leadership capability development with psychological health and safety concepts.

Leadership development approaches incorporated into the program emphasize self-awareness, interpersonal effectiveness, and responsible decision-making. These competencies support leaders in navigating difficult conversations, responding appropriately to workplace mental health concerns, and fostering psychologically safe team environments.

This leadership perspective reflects the realities of public service environments, where leaders must balance organizational priorities, legal responsibilities, operational demands, and workforce wellbeing.

Adult Learning and Instructional Design

Established adult learning principles are core to the design and delivery of our workplace leadership training. Adult learners benefit from learning experiences that are practical, relevant, and connected to real-world responsibilities.

Instructional design expertise includes the development of blended learning programs that combine self-directed learning modules with facilitated discussion, reflective exercises, and practical application activities. Interactive learning methods such as scenario-based discussions, small-group dialogue, and reflective exercises are used to support participant engagement and help leaders apply course concepts within their own workplace contexts.

Public Sector Leadership Experience

The organization's approach is also informed by extensive experience working within public service environments, including operational leadership roles and the delivery of workplace mental health training for public sector organizations.

This experience provides direct insight into the realities faced by leaders within the Ontario Public Service, including complex operational responsibilities, accountability requirements, and the need to balance workforce wellbeing with service delivery.

By combining expertise in psychological health and safety, leadership development, and adult learning with practical experience in public service leadership environments, Meunier Advisory Group is well positioned to deliver a leadership certificate program that is practical, relevant, and aligned with the objectives of the Ontario Public Service.

3.5 Work Plan

The program will be implemented through a structured work plan designed to support program development, scalable delivery, and continuous improvement. The work plan includes three phases: program preparation, program delivery, and program oversight and evaluation.

Phase 1 – Program Preparation and Curriculum Finalization

During the initial phase of the project, Meunier Advisory Group will finalize the curriculum structure, learning materials, and delivery framework in collaboration with the Ministry.

Activities in this phase include:

- Finalizing program content and curriculum structure
- Preparing and reviewing learning materials for both English and French delivery

- Preparing learning modules for integration into the learning management system
- Confirming reporting requirements and participant tracking processes
- Preparing facilitator guides and delivery resources
- Conducting internal facilitator orientation sessions to ensure consistency in program delivery

This phase will ensure that all learning materials, facilitation resources, and reporting mechanisms are in place prior to the launch of the first cohort.

Phase 2 – Program Delivery

Following program preparation, the Leadership Certificate Program will be delivered through a structured cohort model designed to support learner engagement while enabling delivery at scale.

Each cohort will participate in a structured ten-week learning pathway consisting of a combination of self-directed learning and virtual instructor-led sessions.

The proposed learning pathway includes:

Week 1, LMS: Foundations & PHS Framework / Legal Considerations & Early Intervention

Week 2, Live Session: Psychological Safe Behaviours

Week 3, LMS: Accommodation & Recovery

Week 4, Live Session: Difficult Conversations

Week 5, LMS: Team Environment & Structural Conditions

Week 6, Live Session: Risk Prioritization & Systems Decision-Making

Week 7, LMS: Championing PHS as a Leadership Priority

Week 8, Live Session: Implementation & 90-Day Plan

Weeks 9–10, Capstone Project Completion Period

The capstone project allows participants to apply course concepts within their own workplace context by identifying opportunities to strengthen psychological health and safety practices within their teams or organizational units.

This cohort-based structure supports reflection, discussion, and application of concepts while maintaining flexibility for participants managing operational responsibilities.

Phase 3 – Program Oversight and Continuous Improvement

Program oversight will be maintained throughout the delivery period to ensure consistent program quality and support ongoing improvement.

Program oversight activities include:

- Monitoring participant participation and completion rates
- Collecting participant feedback following learning sessions
- Conducting facilitator debriefs to identify improvement opportunities
- Reviewing feedback and making adjustments to program delivery where appropriate
- Preparing periodic reports summarizing program participation and key observations

These processes support continuous improvement of the program while ensuring alignment with the objectives of the Leadership Certificate Program in Psychological Health and Safety.

Through this structured work plan, Meunier Advisory Group will deliver a scalable, high-quality learning program that supports the development of leadership capacity in psychological health and safety across the Ontario Public Service.

4. References

The following professional references can speak to the bidder's experience in leadership development, workplace mental health training, and psychological health and safety initiatives.

Liz Horvath

Founder: Hale Health and Safety Solutions

Expertise with the National Standard of Canada for Psychological Health and Safety in the Workplace (CSA Z1003) and ISO 45003 — Occupational health and safety management: Psychological health and safety at work

Email: lizhorvath@halehealthandsafety.ca

Phone: 416 277 8816

Bill Detlor

Clinical Manager, Campbellford Memorial Hospital

Former Paramedic Chief

Master's cert. Public Management, business administration and management, Dispute Resolution/Mediation

Email: wdetlor@cmh.ca

Phone: 613 217 9810

Tara Adams

Founder, Abridge Consulting

Consultant specializing in workplace mental health, training, and suicide prevention initiatives supporting healthier workplace cultures.

Contracted by Abridge to develop and deliver specialized training for a national client group

Email: tara@abridgeconsulting.ca

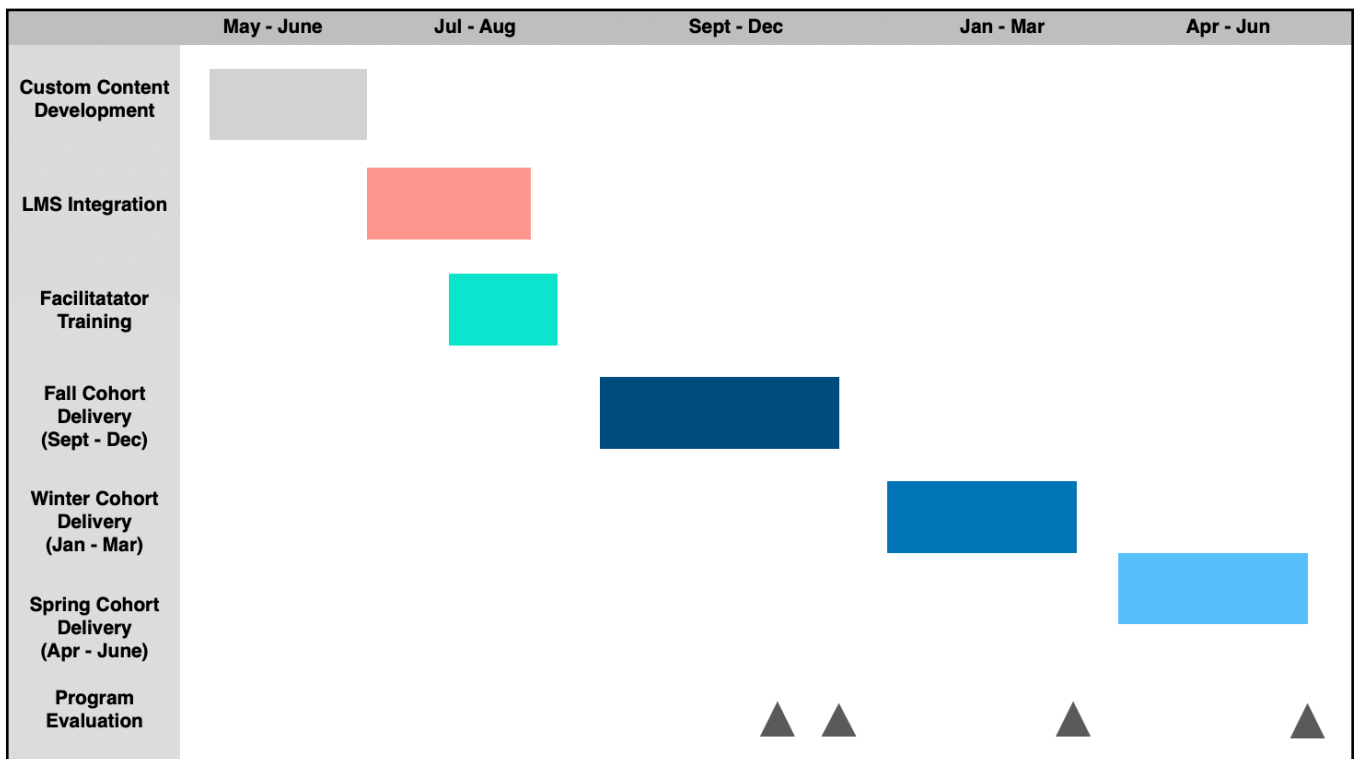
Phone: 403 671 9911

Appendix

Appendix A

Program Delivery Schedule (Implementation Timeline)

The Leadership Certificate in Psychological Health and Safety is delivered through a structured cohort-based learning pathway that integrates self-directed learning modules with live virtual leadership sessions. The curriculum is designed to progressively develop leadership capability, moving participants from foundational understanding of psychological health and safety toward practical application within their workplace context.



Appendix B

Certificate Program Curriculum Overview

The program is delivered over a ten-week period and includes sequenced learning modules, facilitated sessions, and an applied leadership capstone project. Each cohort includes up to twenty-five participants and progresses through a structured combination of LMS-based learning and instructor-led sessions designed to support reflection, discussion, and leadership action.

The curriculum is intentionally organized to support leadership capability development across four phases:

- Foundations of Psychological Health and Safety Leadership
- Interpersonal Leadership Behaviours that Support Psychological Safety
- Systems-Level Leadership Analysis and Risk Prioritization
- Leadership Action and Continuous Improvement

Program Learning Pathway

Week	Learning Component	Topic
Week 1	LMS	Foundations & PHS Framework
Week 1	LMS	Legal Considerations & Early Intervention
Week 2	Live Session	Psychological Safe Behaviours
Week 3	LMS	Accommodation & Recovery
Week 4	Live Session	Difficult Conversations
Week 5	LMS	Team Environment & Structural Conditions
Week 6	Live Session	Risk Prioritization & Systems Decision-Making
Week 7	LMS	Championing PHS as a Leadership Priority
Week 8	Live Session	Implementation & Leadership Action Plan
Weeks 9–10	Capstone	Leadership Action Plan Completion

Each module includes learning activities designed to support reflection, discussion, and practical leadership application within participants' operational environments.

The capstone component requires participants to develop a practical leadership implementation plan aligned with psychological health and safety priorities within their workplace context.

Module Structure

Each module is designed to support leadership learning through a combination of concept introduction, reflection, and practical application. Learning activities may include:

- Short instructional content segments
- Scenario-based exercises
- Guided leadership reflection activities
- Case discussions during live sessions
- Action planning exercises connected to workplace leadership practice

Live sessions focus on discussion, peer learning, and application of concepts.

Appendix C

Learning Design Examples

This appendix provides examples of learning activities included within the proposed Leadership Certificate Program. These examples illustrate the instructional design approach used throughout the program, combining structured learning content, scenario-based reflection, and practical application activities.

Module 1 – Foundations of Psychological Health & Safety Module Overview

This module introduces foundational concepts related to psychological health and safety in the workplace and explores the relationship between leadership practices, workplace conditions, and employee well-being. Participants are introduced to the National Standard of Canada for Psychological Health and Safety in the Workplace and the role of leaders in supporting psychologically healthy work environments.

Learning Objectives

Participants will be able to:

- Define Psychological Health & Safety in a workplace context.
- Explain the structure and purpose of the National Standard.
- Describe the 14 psychosocial factors as system-level workplace indicators.
- Explain how leadership decisions influence workplace psychosocial outcomes.
- Identify their leadership strengths in relation to PHS best practice.

Learning Sequence

The LMS module is structured into short learning segments that support reflection and application.

Section	Topic	Learning Activity
1	Program Overview and Introduction to Psychological Health & Safety	Short instructional video
2	Understanding Psychological Health and Safety	Foundational Brief
3	The National Standard as a Management Framework	Narrated visual learning segment
4	Psychosocial Factors Exercise	Interactive scenario based exercise
5	Leadership Influence on Workplace Conditions	Narrated visual learning segment
6	Leadership Self-Reflection Questionnaire	Guided reflection activity
7	Knowledge Check	Scenario-based quiz

Example Learning Activity

Example 1

Guided Learning Segment – The National Standard as a Management Framework

Format: Narrated visual learning segment

Estimated Duration: 6–7 minutes

Purpose

Introduces participants to the National Standard for Psychological Health and Safety in the Workplace as a management framework. The segment explains how organizations can use structured leadership oversight and continuous improvement cycles to manage workplace conditions that influence psychological health and safety.

Learning Approach

Participants engage with a short, narrated segment supported by visual slides illustrating the management system cycle. The segment explains key stages, including leadership commitment, planning and integration, implementation, monitoring, and continuous improvement.

Learning Outcome

Participants understand how psychological health and safety can be integrated into organizational management systems and recognize the role of leadership decisions in shaping workplace conditions.

Example 2

Interactive Activity – Psychosocial Factors Scenario Exercise

Format: Interactive LMS activity

Estimated Duration: 12–15 minutes

Purpose

Introduces participants to the psychosocial workplace factors associated with psychological health and safety and helps leaders recognize how these factors appear in everyday workplace situations.

Learning Approach

Participants review a short overview of the psychosocial factors identified in the National Standard and complete scenario-based questions that ask them to identify the workplace conditions reflected in each scenario. Immediate feedback explains how leadership practices, communication patterns, and workplace structures influence these factors.

Learning Outcome

Participants begin to recognize psychosocial factors as indicators of workplace conditions and develop awareness of how leadership practices influence team environments.

Example 3

Leadership Reflection Activity – Workplace Conditions

Format: Guided reflection activity

Estimated Duration: 5–8 minutes

Purpose

Encourages leaders to connect course concepts to their own teams and workplace environments.

Learning Approach

Participants respond to short reflection prompts that ask them to consider which psychosocial factors appear strongest within their teams and where leadership attention may strengthen workplace conditions.

Learning Outcome

Participants begin applying course concepts to their own leadership context and identify potential areas for improvement within their teams.

Appendix D

Cohort Delivery Model

The certificate program is delivered using a structured cohort model designed to support participation from leaders across ministries while maintaining a consistent learning experience.

Live sessions are scheduled on Tuesdays, Wednesdays, and Thursdays, with session start times at:

- 9:00 AM
- 10:00 AM
- 1:00 PM
- 2:00 PM

This structure allows for twelve live sessions per week, enabling multiple cohorts to progress through the program concurrently.

The proposed delivery schedule supports a planned annual delivery capacity of approximately 2,300 participants, based on cohorts of up to 25 learners.

This represents a baseline delivery model. Additional cohorts can be scheduled as needed to support increased participation across ministries. The delivery team includes six trained facilitators, providing flexibility to expand delivery capacity while maintaining consistent program quality.

To support participation across the Ontario Public Service, cohorts are launched in structured blocks throughout the year.

The cohort model provides a predictable delivery schedule while maintaining flexibility to scale participation based on ministry demand.

Delivery Period	Planned Cohort Blocks	Planned Cohorts	Additional Capacity
September – December	A–D	1–48	Additional cohorts can be added based on demand
January – Early March	E–F	49–72	
April – June	G–H	73–92	

The proposed schedule reflects a structured baseline delivery model. Additional cohorts may be scheduled as required to support increased participation across ministries.

Appendix E

Learning Management System and Digital Accessibility

The program will be delivered through the proposed learning management system (SkyPrep), which supports structured online learning, participant tracking, and robust reporting.

The LMS supports a range of accessibility features designed to facilitate inclusive digital learning experiences. The platform is designed to align with recognized digital accessibility standards, including the Web Content Accessibility Guidelines (WCAG), and supports organizations working toward compliance with the Accessibility for Ontarians with Disabilities Act (AODA). Accessibility features include compatibility with screen readers, keyboard navigation, and support for accessible document and multimedia formats.

Program materials hosted within the LMS will be developed using accessible design principles, including clear document structure, accessible PDFs and presentation formats, and consideration for learners using assistive technologies.

The LMS also supports a range of features that facilitate learner engagement and program administration. Participants are able to take notes within the learning environment, review course materials at their own pace, and track their progress through program modules. The platform also supports the submission of capstone project materials, allowing participants to upload assignments or implementation plans developed during the program.

Reporting and learner tracking capabilities allow program administrators to monitor enrollment, module completion, and participation in program components. These features support the generation of participation reports, completion summaries, and other data that can assist with program oversight and continuous improvement.

The learning resources are associated with each stage of the program. Together, these capabilities support a structured, accessible, and scalable learning environment for participants across multiple cohorts.

The LMS also supports learner engagement through built-in communication tools. The platform includes automated reminders and notifications that help nudge learners to complete upcoming modules or program milestones. In addition, discussion and question boards allow participants within a cohort to share questions, exchange ideas, and engage in peer learning between live sessions.

These features support ongoing engagement between live sessions and help maintain participant momentum throughout the ten-week learning pathway.

Appendix F

Relevant Project Experience

The following examples illustrate relevant experience in designing and delivering leadership and workplace mental health training programs.

Example 1

Curriculum Redesign 2023 – MHCC, First Responder Family Session

Redesign and update of a training session developed to support family members of first responders. The work focused on strengthening the session’s structure and learning design to better address the unique pressures experienced by first responder families.

The project scope included the development of revised training materials, participant learning resources, and a facilitator guide to support consistent program delivery. The sample training materials provided were developed in accordance with the visual design and branding standards required for the program at the time of development. This work involved reviewing existing materials, restructuring the learning flow, and designing content that would support both participant understanding and facilitator delivery.

The redesign process incorporated research and evidence related to first responder mental health and family support. Research materials provided for the project were reviewed, and relevant concepts were integrated into the learning design to ensure the session reflected current knowledge while remaining practical and accessible for participants.

The resulting materials strengthened the learning structure and integrated research-informed content with practical discussion relevant to the realities faced by first responder families.

First Responder Family Mental Health Session (Sample Curriculum)

This example illustrates the structure used when designing the facilitated learning sessions. The approach combines evidence-informed content with interactive discussion and reflection activities to support participant engagement and practical understanding.

Session Component	Learning Purpose	Example Activities
Introduction & Psychological Safety	Establish group guidelines and create a safe learning environment	Participant introductions, session guidelines, discussion expectations
Foundations of Mental Health	Build a shared understanding of mental health and stress	Group brainstorming activity, WHO definition discussion
High-Stress Work Environments	Explore the impact of operational stress on individuals and families	Facilitated discussion of acute vs. chronic stress

Stigma and Barriers to Care	Increase awareness of stigma and how it affects help-seeking	Case scenario discussions, small group reflection
Mental Health Continuum Tool	Provide a practical framework for recognizing mental health changes	Continuum exercise and personal reflection
Communication Skills	Develop supportive communication strategies for families	Video discussion, open-ended questioning practice
Wellness Planning	Encourage proactive mental health strategies	Personal wellness planning exercise
Application Scenarios	Apply learning to realistic family situations	Scenario-based group discussions

Example 2

Inclusive Leadership: Supporting Mental Well-being, Accessibility, and Neurodiversity (2025)

Client / Audience

This training was contracted to be developed for frontline supervisors, managers, and organizational leaders responsible for supporting employee well-being and inclusive workplace practices.

Project Overview

Design and deliver an interactive leadership workshop focused on supporting employee mental well-being, accessibility needs, and neurodiversity in the workplace. The session was developed to strengthen leadership capacity to recognize early signs of distress, respond appropriately to employee needs, and create inclusive team environments that support diverse cognitive and mental health profiles.

The workshop combined current research in workplace mental health, inclusive leadership, and accommodation practices with practical leadership strategies that can be applied immediately in organizational settings.

Objectives

The program was designed to help leaders:

- Understand how workplace conditions influence employee mental health and well-being
- Recognize the leadership role in creating psychologically safe and inclusive workplaces
- Identify strategies to support employees experiencing mental health challenges
- Apply approaches to workplace accessibility and accommodation

- Foster inclusive team environments that recognize and leverage neurodiverse strengths

Instructional Approach

The training uses evidence-informed adult learning methods that combine short conceptual learning segments with interactive discussion and practical application. Key learning methods include:

- facilitated discussion and reflection
- case-based leadership scenarios
- applied workplace examples
- guided conversation practice

The session encouraged leaders to explore realistic workplace situations and practice supportive responses that align with organizational policies and psychological health and safety principles.

Content Areas

The workshop addresses three integrated leadership topics:

Mental Well-being in the Workplace

Leaders explore how workplace factors influence mental health and learn practical approaches to recognizing signs of distress, responding appropriately, and connecting employees to supports.

Accessibility and Workplace Accommodation

Participants examine common workplace barriers and discuss strategies for collaborative accommodation processes that support employees while maintaining operational effectiveness.

Neurodiversity in the Workplace

Leaders are introduced to the concept of neurodiversity and explore strength-based approaches to supporting employees with diverse cognitive styles, including autism, ADHD, and dyslexia.

Evidence-Informed Design

The training content draws on current research in occupational mental health, leadership behaviour, workplace accommodations, and neurodiversity inclusion. Research indicates that supportive leadership behaviours, collaborative accommodation processes, and inclusive workplace cultures contribute significantly to employee well-being, engagement, and retention.

Impact

Participants report increased confidence in:

- initiating supportive conversations with employees
- recognizing early indicators of mental health concerns
- responding to accommodation requests
- creating inclusive and psychologically safe team environments

Selected Research and Evidence Base

Carleton, R. N., Afifi, T. O., Turner, S., Taillieu, T., Vaughan, A. D., Anderson, G. S., Ricciardelli, R., MacPhee, R. S., Cramm, H. A., Czarnuch, S., Hozempa, K., & Camp, R. D. (2020). Mental health training, attitudes toward support, and screening positive for mental disorders. *Cognitive Behaviour Therapy, 49*(1), 55–73.

Doyle, N. (2020). Neurodiversity at work: A biopsychosocial model and the impact on working adults. *British Medical Bulletin, 135*(1), 108–125.

Fløvik, L., Knardahl, S., & Christensen, J. O. (2020). How leadership behaviors influence the effects of job predictability and perceived employability on employee mental health: A multilevel prospective study. *Scandinavian Journal of Work, Environment & Health, 46*(4), 392–401.

Hossain, S., Molla, S., Tompa, E., & Gewurtz, R. (2021). The interactive process of negotiating workplace accommodations for employees with mental health conditions. *Work, 69*, 75–90.

Paterson, C., Leduc, C., Maxwell, M., Aust, B., Strachan, H., O'Connor, A., Tsantila, F., Cresswell-Smith, J., Purebl, G., Winter, L., Fanaj, N., Doukani, A., Hogg, B., Corcoran, P., D'Alessandro, L., Mathieu, S., Hegerl, U., Arensman, E., & Greiner, B. (2024). Barriers and facilitators to implementing workplace interventions to promote mental health: Qualitative evidence synthesis. *Systematic Reviews, 13*, 152.

Wen, B., van Rensburg, H., O'Neill, S., & Attwood, T. (2024). Autism and neurodiversity in the workplace: A scoping review of key trends, employer roles, interventions and supports. *Journal of Vocational Rehabilitation, 60*, 121–140.

Wu, A., Chung Roemer, E., Kent, K. B., Ballard, D. W., & Goetzl, R. Z. (2021). Organizational best practices supporting mental health in the workplace. *Journal of Occupational and Environmental Medicine.*

World Health Organization. (2022). *Mental health at work: Policy brief.*

Example 3

Trauma-Informed Leadership: Moral Injury and Vicarious Trauma

Client / Audience

Frontline professionals working in high-stress and trauma-exposed roles, including emergency services, health care, and public safety personnel.

Project Overview

Develop and deliver an educational session addressing **moral injury, vicarious trauma, and workplace mental health**. The session was designed to increase awareness of psychological risks associated with trauma-exposed work and to provide practical strategies for maintaining mental well-being.

The training integrates research from occupational mental health, trauma psychology, and resilience science with applied leadership practices relevant to high-risk professions.

Participants explored:

- Relationship between stress, trauma exposure, and mental health
- Concepts of moral injury and vicarious trauma
- Cumulative impact of trauma-exposed work
- Strategies to support personal well-being and peer support

Learning Objectives

Participants learned to:

- Understand the difference between mental health and mental illness
- Recognize the psychological impact of trauma exposure in professional roles
- Identify signs and symptoms associated with vicarious trauma
- Understand the concept of moral injury in high-responsibility professions
- Apply practical strategies to support mental health optimization and resilience

Instructional Approach

The training uses a trauma-informed educational model combining:

- Facilitated discussion

- Reflection exercises
- Applied workplace examples
- Practical mental health strategies

Participants are encouraged to connect concepts to their own professional experience and to identify small, achievable actions that support long-term well-being.

Content Areas

Mental Health Foundations

Participants review the definition of mental health as a state of well-being that allows individuals to cope with stress, work productively, and contribute to their communities.

Workplace Stress and Trauma Exposure

Participants explore how cumulative workplace stressors, high responsibility, and exposure to traumatic events can affect psychological well-being over time.

Moral Injury

The concept of moral injury is introduced as psychological distress that occurs when individuals witness or participate in events that conflict with deeply held moral values.

Vicarious Trauma

Participants learn how repeated exposure to traumatic stories or events can create emotional residue and psychological strain, even when individuals are not directly harmed.

Mental Health Optimization

The session concludes with practical strategies for strengthening resilience and protective factors such as:

- sleep
- physical activity
- social support
- connection to resources
- self-care planning

Evidence-Informed Design

The training content is informed by research in trauma psychology, occupational mental health, and resilience.

Studies show that professionals working in trauma-exposed roles may experience increased risk of **vicarious trauma, moral injury, and cumulative stress**, and that supportive workplace environments and personal resilience strategies can help mitigate these impacts.

Selected Research and Evidence Base

American Counseling Association. (2016). *Vicarious trauma and secondary traumatic stress*.

Carleton, R. N., Afifi, T. O., Turner, S., Taillieu, T., Vaughan, A. D., Anderson, G. S., Ricciardelli, R., MacPhee, R. S., Cramm, H. A., Czarnuch, S., Hozempa, K., & Camp, R. D. (2020). Mental health training, attitudes toward support, and screening positive for mental disorders. *Cognitive Behaviour Therapy, 49*(1), 55–73.

Fløvik, L., Knardahl, S., & Christensen, J. O. (2020). How leadership behaviors influence the effects of job predictability and perceived employability on employee mental health. *Scandinavian Journal of Work, Environment & Health, 46*(4), 392–401.

Paterson, C., et al. (2024). Barriers and facilitators to implementing workplace mental health interventions. *Systematic Reviews, 13*, 152.

World Health Organization. (2022). *Mental health at work: Policy brief*.

National Center for PTSD. Moral injury in veterans and trauma-exposed professionals.

Appendix G

Intellectual Property Statement

The Leadership Certificate Program in Psychological Health and Safety, including curriculum design, instructional materials, and learning activities, represents pre-existing intellectual property developed by Meunier Advisory Group.

Materials provided as part of this program are licensed for use by the contracting organization for the duration of the program delivery period. Ownership of the underlying curriculum, instructional design, and associated learning materials remains with Meunier Advisory Group unless otherwise specified through a separate agreement.

Any materials specifically created for the contracting organization as part of the project will be provided for use within the program delivery context.

Access to the learning management system and associated digital learning materials will be provided for participants enrolled in the program. LMS content remains the intellectual property of Meunier Advisory Group.