



**UNIVERSITY
OF ALBERTA**

Create. Lead. Inspire.



LEARNING CURRICULUM VIEWBOOK 2024-2025

Organizational Development | Human Resources, Health, Safety and Environment

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TERRITORIAL ACKNOWLEDGEMENT

The University of Alberta respects the sovereignty, lands, histories, languages, knowledge systems, and cultures of First Nations, Métis and Inuit nations.

The University of Alberta, its buildings, labs, and research stations are primarily located on the traditional territory of Cree, Blackfoot, Métis, Nakota Sioux, Iroquois, Dene, and Ojibway/Saulteaux/Anishinaabe nations; lands that are now known as part of Treaties 6, 7, and 8 and homeland of the Métis.

CONTENTS

Leadership	6
Management	12
Workplace Skills	16
Health and Well-being Education	28
Practitioner Programs	32
Employee Orientation	34
Environment and Safety Training	38

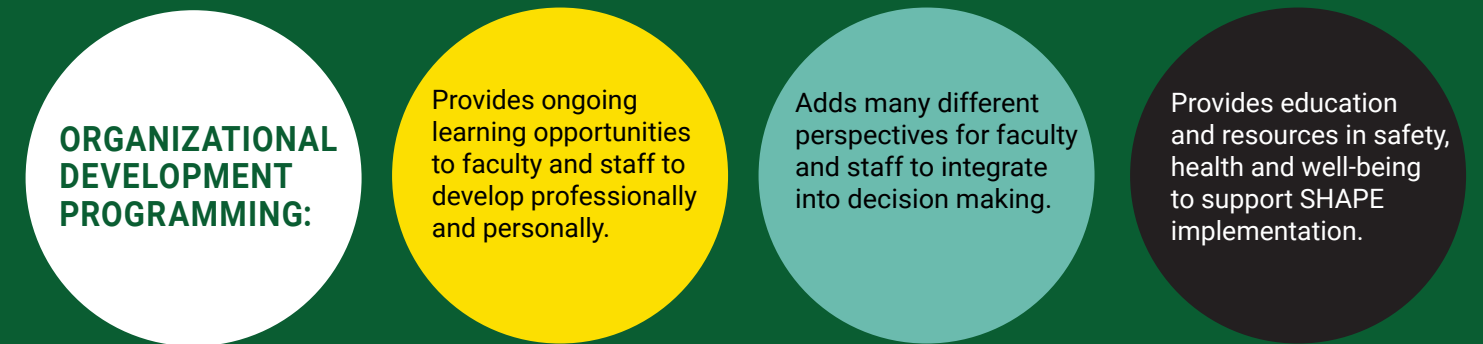
WE ARE HELPING SHAPE THE FUTURE

The University of Alberta’s strategic plan recognizes that “people are at the heart of what we do.” The commitment to supporting faculty, staff and students in their personal and professional development, valuing diverse perspectives, and ensuring safety, health and well-being is part of how the university plans to **SHAPE** the future.

Programs offered by Organizational Development are very much in line with **SHAPE**. We believe that all employees can help the university to realize its strategic plan and we are here to help. Our learning and development framework focuses on building the skills, knowledge and abilities required to shape your future at the University of Alberta.

Much like the university’s strategic plan, our workshops and programs incorporate Indigenous worldviews; safe and inclusive programming and spaces; innovation and creativity; and collaboration and consultation with all of you as we build programs that will help to “create a culture where everyone can achieve their full potential.”
(Verna Yiu, Provost and Vice-president Academic)

PEOPLE ARE AT THE HEART OF WHAT WE DO





HOW WE APPROACH LEARNING

Our work is based on four fundamental beliefs about how learning becomes transformational and is activated for positive change:

1. Learning is most effective by doing.

Our programming is grounded in current research and is driven by practical tools and application in and between sessions. Workshops and programs are designed to engage learners in purposeful opportunities for direct experience.

2. Learning design must be inclusive.

We believe all learners must be able to see themselves in our programming and have the opportunity to fully contribute and engage in their learner experience. Indigenous Initiative and Equity, Diversity and Inclusion are embedded throughout our programming. Our programming is grounded in principles of universal design for learning.

3. Learning is a social process and should draw on learners' lived experiences.

Our programs encourage the development of a community of learners and are designed to support opportunities for participants to learn with and from each other.

4. Learning is most powerful when it encourages the questioning of personal beliefs and assumptions.

Our programs give attention to focused reflection that builds and reinforces knowledge and skills, clarifies personal values, and deepens the ability to meaningfully contribute to our institution.

OUR LEARNING CURRICULUM

From our leadership and management programming to our courses in skill and team development, our multifaceted curriculum supports faculty and staff in the here and now while always remaining future focused. It builds and imagines leadership from multiple perspectives and supports learning and development at all levels of the University of Alberta.

Learn more about all of our current and upcoming programs at uab.ca/learndev.



LEADERSHIP



MANAGEMENT



WORKPLACE SKILLS



**HEALTH +
WELL-BEING**



**PRACTITIONER
PROGRAMS**



**EMPLOYEE
ORIENTATION**



**ENVIRONMENT +
SAFETY TRAINING**



Leadership

At the University of Alberta, we lead with purpose. We are relentless in our quest to build a better future by realizing the potential of people and ideas.

Our leadership programs help employees from across the university become radically intentional about how they:

- Relate to themselves and others, and build enduring relationships of trust.
- Understand their context and its impact on the people they serve and alongside.
- Imagine and realize future possibilities.
- Honour personal and institutional values.

LEADERSHIP AT ALL LEVELS

At the University of Alberta, leadership is an act, not a position. It is the act of engaging others in the exploration and treading of better paths, and is performed by formal and informal leaders alike. As such, we have leadership training available to all faculty and staff.

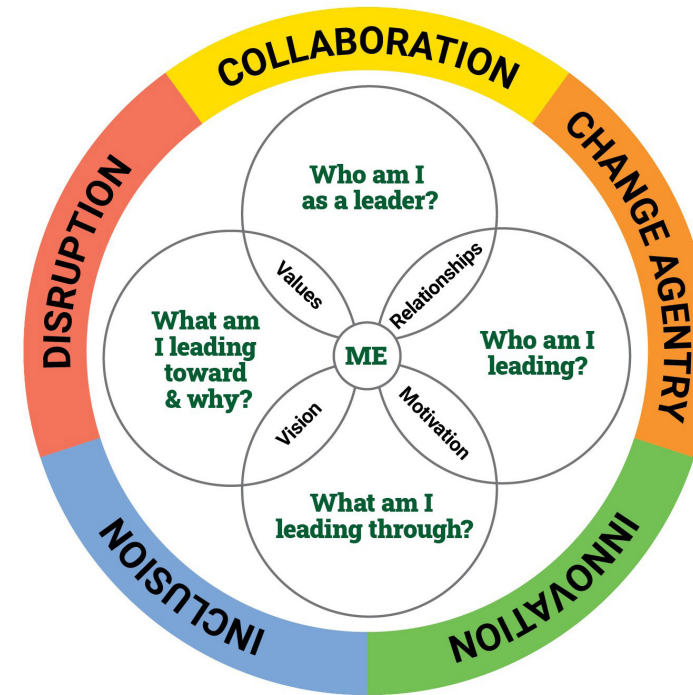
Learn more about our leadership programs at uab.ca/leaddev.

Leading with Influence
Focus: Leading without formal authority
Designed for: All faculty and staff

Leading Others
Focus: Leading a team
Designed for: Faculty and staff with formal supervisory responsibilities

Peer-2-Peer: Leading Others
Focus: Certifying participants to offer workshops on Leading Others topics
Designed for: Alumni of Leading Others

OUR LEADERSHIP FRAMEWORK



UACADEMY



UACADEMY PROGRAM

Spearheaded by the Office of the Provost, in collaboration with University Services and delivered by Executive Education in the Alberta School of Business, UAcademy fosters collaboration amongst senior leaders so they are prepared to address systemic, institutional challenges and bring new levels of effectiveness and sustainability to the U of A. The program is designed to be complementary to the university's training and development programs, offered by Human Resources, Health, Safety and Environment.

Learn more about [UAcademy](#).

LEADING with influence

The Leading with Influence Program recognizes the critical work done by informal leaders all over campus and provides support for faculty and staff engaged in this form of leadership. An informal leader may be leading interdisciplinary or cross-functional teams; they may be animating or coordinating the efforts of a network of people; they may be seen by their colleagues as someone who can bring together people to achieve a common goal – and they do this without any formal, managerial authority over the people they are leading.

The purpose of the program is to:

1. Inspire employees to see themselves as leaders and exercise leadership in their work
2. Develop self-awareness, the foundation of authentic leadership
3. Cultivate an appreciation for interdependency and a systems approach to working at the University of Alberta
4. Build substantive relationships with co-workers, supervisors and other stakeholders
5. Prepare employees to champion ideas and coordinate change efforts with colleagues and supervisors
6. Develop the skills needed to:
 - Include others
 - Find common ground
 - Negotiate common direction and align efforts
 - Secure and maintain commitment

Leading with Influence features a variety of components and activities, including:

- Connection and contribution: An exploration of what calls us to leadership, the need for diverse thought, and the value of community, based on traditional Cree teachings of leadership.
- Core leadership training: Foundational leadership training that develops inquiry, listening, facilitation skills, and more. Try a wide variety of tools in class before testing them in your own context.
- Passion project: A self-defined project that you aspire to lead.
- Diversity, equity, and inclusion: Consider how to practice inclusive leadership
- Ideation fair: Experience different strategies that challenge your (and others') thinking and generate a variety of possibilities.
- World cafe and celebration: The final afternoon, where the group reflects on its learnings and celebrates with one another, its supervisors and special guests.

What people are saying about the Leading with Influence Program:

“

One of the standout features of this course undoubtedly lies with the exceptional facilitators. Their genuine care and unwavering support for every participant truly set the stage for an incredibly enriching journey. Feeling their dedication firsthand elevated the entire experience, making it not just informative but deeply rewarding. Through this course, I didn't just gain insights into effective leadership both in professional and personal realms; I also discovered the art of guiding others to unlock their own leadership potential. It's been a transformative experience, and I'm immensely grateful for the invaluable lessons and guidance provided.”

KIERAN RAMNARINE
EXPERIENTIAL LEARNING COORDINATOR
FACULTY OF ENGINEERING



LEADING OTHERS

The Leading Others Program helps supervisors understand themselves as leaders, develop relationships with others, navigate complex contexts and reach for future possibilities, so that they are forces for a better future in their units and portfolios of work.

This program draws on current research and best practices in the field of leadership, but offers more than you could get from a book or series of videos. Leading Others moves beyond universal abstraction to context-specific application.

In this eight day training, you get the unique experience of:

1. Core leadership training: four and a half days of training that cover a variety of topics, from leadership-related neuroscience to coaching to conflict resolution.
2. All My Relations: a half-day session focused on Indigenous approaches to leadership.
3. Innovation: a one-day session where you will learn about systems thinking and human-centered design and consider how you can support innovation in your units.
4. Inclusion: a full-day session where you will explore opportunities for decolonization and inclusion in the University of Alberta context.
5. Integration and showcase: the final day where together with other participants, you will reflect on and share your learning with sponsors and supporters.
6. Individualized coaching: an individualized coaching session designed to help you integrate your learning.

LEARNING OUTCOMES

By the end of this program you will be able to:

- Explain how habits and preferences impact your perception and behaviour as a leader.
- Outline why trust is foundational to leadership and how it can be built; create a compass that you will use to guide your leadership.
- Prepare for coaching conversations with direct reports.
- Strategize to influence employee performance and manage institutional change.
- Choose from practices that improve inclusion on teams.
- Explain how, as a leader, you can support the creation and maintenance of a culture of innovation.
- Explain how to mitigate and manage interpersonal conflict so that it remains productive.
- Articulate key learnings, set 90-day leadership goals, and express appreciation for supporters and co-learners.

Peer-2-Peer: Leading Others

The Peer-2-Peer: Leading Others Program is designed to empower alumni of the program with the knowledge and skills needed to act as an internal trainer on a variety of topics from the program. Participants in the Peer-2-Peer program will prepare to deliver sessions to their team, unit, and colleagues across the campus.

In this two-day program, you will increase your confidence as a facilitator, practice offering feedback, and become familiar with the suite of short workshops you will be certified to deliver. Upon completion of the program, you will receive access to all of the resources needed to lead and deliver workshops on Leading Others topics.

What people are saying about the Leading Others Program:

“

Throughout the course of this program, I learnt a lot about myself and how seemingly isolated aspects of my leadership style are interconnected. I found myself continuously relearning and delving deeper into new and previously known concepts with a new set of lenses and tools. Additionally, the program structures content to allow for a holistic and real-life learning approach, for example, content from earlier in the course resurfaces on later days when we can approach the concept in a different and realistic context with the relevant tools. For this reason, it was easy to see applications of the content to my work environment, and even my personal life. Lastly, the program facilitators were passionate about my cohort's learning and growth throughout the program.”

EJOFON ELLIS-ODJURHE, COORDINATOR
RESIDENCE COMMUNITY MANAGEMENT
RESIDENCE LIFE

“

This was the most engaging course I have ever taken. The facilitators were amazing humans who were knowledgeable and fully invested in our learning. I wholeheartedly recommend this course to anyone wanting to enhance their leadership practice and meet amazing colleagues from all areas of campus.”

DEBBIE MCINTOSH
ASSISTANT DEAN ADVANCEMENT
AUGUSTANA CAMPUS





Management

At the University of Alberta, we collaborate and integrate to address some of the world’s biggest problems. Managers propel this vision forward by building unstoppable teams and skillfully managing the here and now.

Managers execute the strategic direction and move operational goals forward by planning and organizing work. They allocate and control resources. They understand their organizational context and statutory and legislative contexts. They align their team and set expectations to achieve goals. They monitor performance and help people to grow by providing timely and effective feedback. Effective managers bring together a mindset, skills and systems that support individual contributors to meet their role-specific objectives and build aligned, collaborative teams that ensure their team meets their operational goals.

OUR MANAGEMENT INTENSIVE PROGRAM BUILDS SKILLS, KNOWLEDGE, AND BEHAVIOURS IN:

- Manager role and responsibilities
- Hiring and [onboarding](#)
- The performance development process
- Managing employees in the unionized context
- Statutory and legislative obligations
- Operational alignment of your teams
- Inclusive management practices
- Managing stress

Learn more about our management programs at uab.ca/uamanager.

Management Intensive

Focus: People side of the management skill set within U of A's unionized environment
Designed for: Faculty and staff with formal supervisory responsibilities

Peer-2-Peer: Management Intensive

Focus: Certifying participants to offer workshops on Management Intensive topics
Designed for: Alumni of Management Intensive

MANAGEMENT & LEADERSHIP: WHAT’S THE DIFFERENCE?

Put succinctly, good management produces “order and consistency,” and good leadership produces “change and movement” (Northouse, 2022, p.12).

MANAGEMENT	&	LEADERSHIP
Deals with the here and now		Forward looking
Organizes, designs, plans work		Creates a vision
Develops and evolves processes		Disrupts and pivots
Supports and monitors performance		Inspires, energizes and empowers
Develops roles and responsibilities		Co-creates team culture

management intensive

The Management Intensive Program equips managers with the essential knowledge and skills needed to plan, organize, and execute work within day to day operations.

Management Intensive fosters a collaborative approach to management, equipping managers with the mindset, tools, and systems to manage work and employee performance. Using the employee lifecycle as a jumping off point, and drawing on the performance development process as an overarching framework.

Management Intensive contextualizes management skills within a unionized environment. Key areas of focus include: management essentials, building your team, statutory obligations, tools and processes to support employee performance, leading high performing teams.

LEARNING OUTCOMES

By the end of this workshop you will be able to:

- Describe the people side of a manager's role and responsibilities.
- Explain the purpose of collective agreements and outline key concepts.
- Build awareness of key policies, procedures, and legislative frameworks related to unionized employees.
- Describe the performance development process and the associated tools.
- Outline and initiate inclusive management strategies.
- Identify stress management strategies to support self and employees.
- Explain and practice the process for difficult conversations.
- Apply tools and practice key behaviours that support employee accountability and high performing team.

Peer-2-Peer: Management Intensive

The Peer-2-Peer: Management Intensive Program is designed to empower alumni of the program with the knowledge and skills needed to act as an internal trainer on a variety of topics from the program. Participants in the Peer-2-Peer program will prepare to deliver sessions to their team, unit, and colleagues across the campus.

In this two-day program, you will increase your confidence as a facilitator, practice offering feedback, and become familiar with the suite of short workshops you will be certified to deliver. Upon completion of the program, you will receive access to all of the resources needed to lead and deliver workshops on Management Intensive topics.

What people are saying about the Management Intensive program:

“

Management Intensive is a comprehensive guide to effective human resource management, which nicely dovetails into the leading other course and complementing successful leadership. My key learnings were around U of A policies/procedures, particularly the culture of care, as well as how to use the tools, tips and guides provided during the course to build a harmonious and successful team.”

RENE DERY, RESEARCH & INNOVATION DIRECTOR
FACULTY OF AGRICULTURAL, LIFE AND
ENVIRONMENTAL SCIENCE

“

As a new manager of a large team, I took away that hiring & onboarding practices are key and that developing a high-functioning team in a hybrid environment is possible, but requires intentional practices. I will put into practice O3's and more regular team meetings as a way to ensure my team feels heard, valued and has needed feedback for improvement.”

KIMBERLY NICHOLAS TEAM LEAD- POSTGRAD OSE
FACULTY OF MEDICINE & DENTISTRY
SURGERY DEPT.





Workplace Skills

At the University of Alberta we've experienced tremendous change and yet we are united in our goal to inspire the human spirit through excellence in teaching and learning, discovery and citizenship.

Whether you are in an academic or administrative role, work in a research lab, or in facilities and operations, every employee at the University of Alberta shares in driving this vision forward. Building and deepening our workplace skills will help us address the challenges we face and move us towards our goals.

Workplace skills training equips University of Alberta employees with transferable professional behaviours and skills that support effective collaboration, process excellence, and personal awareness, accountability, and productivity.

WORKPLACE SKILLS

Workplace skills training moves beyond the abstract and theoretical to context-specific application. In these day-long, in-person sessions, participants take a deep dive into a variety of topics that support their day to day work. These skill-building sessions take an experiential, interactive, and practical approach where participants apply concepts and tools through practice and critical reflection that immediately translate into their work.

Learn more about our current and upcoming workplace skills workshops at uab.ca/wpskills.

Workplace Skills Workshops

Focus: Transferable workplace skills
Designed for: Faculty and staff

Peer-2-Peer: Workplace Skills

Focus: Certifying participants to train others in Workplace Skills topics
Designed for: Alumni of Workplace Skills Workshops

Peer-2-Peer: Workplace Skills

The Peer-2-Peer: Workplace Skills Program is designed to empower alumni of the program with the knowledge and skills needed to act as an internal trainer on a variety of topics from the program. Participants in the Peer-2-Peer program will prepare to deliver sessions to their team, unit, and colleagues across the campus.

In this two-day program, you will increase your confidence as a facilitator, practice offering feedback, and become familiar with the suite of short workshops you will be certified to deliver. Upon completion of the program, you will receive access to all of the resources needed to lead and deliver workshops on various Workplace Skills topics.

What people are saying about Workplace Skills:

“

The course facilitator was highly organized and informative, and provided easily applicable resources...I greatly appreciated the in-person networking and collaboration activities that helped me to think big picture without getting lost in the details.”

CURTIS MIDDLETON
SENIOR ORGANIZATIONAL CHANGE MANAGEMENT
SPECIALIST



WORKPLACE SKILLS

At the U of A we collaborate so our ideas can collide and grow, allowing us to create change and meet our teaching and research mission. Our ability to work productively on and across teams is central to our ability to meet these challenges.

Working effectively with others has always been a key workplace skill but it has grown in importance in recent years. Globalization has prompted greater connectivity and interdependence. This has offered the opportunity to benefit from diverse thinking and perspectives, while at the same time adding complexity to how work is accomplished.

Working effectively with others means:

- Working in a way that reflects an understanding of the interdependent and interconnected nature of our organization.
- Examining personal attitudes, behaviours, and ways of working, and considering the impact on others.
- Demonstrating professionalism and workplace etiquette.
- Seeking out and drawing on others' expertise.



Collaborating in a Complex Environment

Whether you are in an administrative or an academic role, work in a research lab, or in facilities and operations, collaboration is one of the most important skills you bring to the workplace. It is at the core of high functioning teams, interdisciplinary collaborations, cross-functional work and service excellence. Effective collaboration lies at the heart of our ability to reach our individual and organizational goals. Collaboration, though, can be quite challenging at times. Different perceptions of what it means to collaborate and how to get there, misaligned goals, ambiguity about roles and responsibilities, and challenging collaborative partners can easily derail our best efforts.

This interactive workshop will help you be a more effective collaborator. In this session you will explore the components of collaborative success and be introduced to practical tools, processes, and techniques that support effective collaboration. Finally, you have the opportunity to practice using the tools and techniques in the session before taking them back to your day to day work reality.

LEARNING OUTCOMES

By the end of this workshop you will be able to:

- Define collaboration and explain four key components of successful collaboration.
- Describe characteristics of successful collaborators and the stages of successful collaboration.
- Identify tools for effective collaboration.
- Outline the process for giving positive and constructive feedback and practice using the process.

Strategic Conversations

Strategic Conversations is for faculty and staff who would want to develop their ability to have difficult conversations with colleagues, supervisors, direct reports, students, clients or in personal relationships.

You will explore proven practices that promote positive, respectful relationships and head off the need for potentially difficult, but strategic conversations. You will explore why strategic conversations at times feel difficult, examine levels of conflict, and will engage with a strategic conversation model. You will examine your own conflict style using the Thomas Kilmann Conflict Mode Instrument and will explore how to communicate more effectively. Using the conversation process and tools, you will plan and practice a strategic conversation you need to have but may have been avoiding.

Finally, you will set some personal goals around the behaviours you want to develop, those you want to continue to grow, and those you want to leave behind.

LEARNING OUTCOMES

By the end of this workshop you will be able to:

- Explore key concepts involved in difficult conversations.
- Use templates to prepare for planning and execution of difficult conversations.
- Reflect on personal conflict preferences using Thomas Kilmann Conflict Mode Instrument.
- Plan and practice strategic conversation skills.
- Produce a plan for areas of focus around strategic communications.

Please note: This course was formerly titled "Impactful Conversations and Conflict Resolution." If you have already taken Impactful Conversations and Conflict Resolution, please do not register in this session as the content has not changed.



WORKPLACE SKILLS

At the U of A we are change makers, community builders and world shapers. The world faces changes as never before, and we need to listen to one another and effectively communicate our message in ways that move the conversation forward.

Communication is at the heart of workplace skills and is the foundation upon which all other workplace skills rest. Whether it's sharing your ideas, exchanging information, exploring diverse perspectives and ideas, or creating a shared understanding with colleagues, your ability to communicate is critical to your success.

Effective communication means we:

- Seek input and openly explore diverse ideas, perspectives and lived experiences.
- Use emotional intelligence communicating assertively.
- Are able to give and receive feedback.
- Influence others, even without authority.
- Share complex ideas with different audiences.



Communicating with Impact

Effective communication is an essential workplace skill that is often overlooked. Whether you are communicating with a colleague, direct report, student, or client, most if not all of us can benefit from focusing on our effectiveness. This practical workshop is for faculty and staff who are interested in exploring communication essentials, including why miscommunications happen and how we can increase our personal competence.

From behavioural style to emotional intelligence, you will explore the many different components that impact our ability to communicate effectively and will be introduced to practical tools, processes, and techniques that support effective communication. You will have the opportunity to examine your own communication behaviours and will commit to a plan of action for improving communication in your personal and professional lives. Finally, you will practice using the tools and techniques in the session before taking them back to your day to day reality.

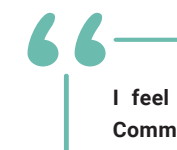
LEARNING OUTCOMES

By the end of this workshop you will be able to:

- Explore the communication model and pinpoint where communication breaks down.
- Discuss how to incorporate an awareness of different communications styles into your communications.
- Examine basics of emotional intelligence and identify triggers that can shut down communication.
- Identify and practice elements of successful conversation.
- Explore the importance of feedback and practice using the reflective feedback model.
- Produce a plan for areas of focus around communication.



What people are saying about Communicating with Impact:



I feel everyone can learn something from this course! Communication is so important in aspects of life (work life, and personal life). Getting to learn more about the DiSC personality model and how to effectively communicate with different personalities was so valuable. We got the chance to learn how each personality thrives in the workplace and I found that very useful to bring into my role and managing a team. I also found the topic of learning how to give feedback so useful! We divided into small groups and were able to use different scenarios to practice giving feedback to our group members. Being able to receive feedback from my group members was great and something I know I will use moving forward in my role on campus. This course was so well done, I would recommend it to any of my colleagues!"

**BREANNA CRICHTON, DIGITAL ASSESSMENT SERVICES (LAC) TEAM LEAD
INFORMATION SERVICES & TECHNOLOGY -
TEACHING & LEARNING SERVICES**



WORKPLACE SKILLS

At the U of A we are in a time of tremendous change and yet we strive to always be seeking, challenging, and leading. We seek to generate solutions that make us healthier, safer, stronger, and more just.

Building personal effectiveness is the cornerstone of our ability to meet these goals. Personal effectiveness enhances performance, and supports us to achieve desired results and work toward personal goals.

We all share responsibility to develop positive personal strategies for coping, wellness, self-development and the ability to develop and maintain relationships.

Personal effectiveness means that we:

- Demonstrate the ability to effectively cope with change.
- Make effective decisions even in the face of uncertainty.
- Engage in a growth mindset and self-development that supports our work performance and career growth.
- Hold ourselves accountable to commitments, actions, and behaviours.
- Develop strategies to manage workload through effective time and priority management.



Managing Time Authentically

We all have the same number of hours in a day. Why, then, do we so often feel like we are constantly working against the clock? This workshop is for faculty and staff who want to take control of their time and to use it in a more wholistic, authentic way. Beginning with an examination of your values, you will discuss the connection between what is really important to you and time management. You will engage with specific tools, tips and techniques to help you determine your priorities and to discuss what is standing in your way of setting and maintaining appropriate boundaries.

At the end of this workshop, you will commit to a plan of action for improving time management and for prioritization in your personal and professional lives using the tools and techniques explored and applied in the session.

LEARNING OUTCOMES

By the end of this workshop you will be able to:

- Identify key issues impacting effective time management and prioritization.
- Apply a values based lens to time management and prioritization.
- Explore tools for establishing priorities and goal setting.
- Examine work specific challenges that impact effective time management and prioritization.
- Discuss alignment strategies and how to have boundary setting conversations.
- Identify time wasters and minimization strategies.
- Commit to a time management action plan around personal and professional time management.

Finding Your Path: Career Explorations and Strategies

Finding Your Path is for staff interested in exploring concepts of work engagement. In this session, participants will become familiar with best practices in career development and gain insight into their values, strengths and future career possibilities. Participants will engage in the exploration of various potential futures, evaluating the gaps between their current situation and each of these prospective paths. Delving into tangible actions, they will strategize ways to enhance the likelihood of progressing towards a desired outcome. Armed with a comprehensive plan with actionable steps, participants will be equipped to propel their careers forward.

LEARNING OUTCOMES

By the end of this workshop you will be able to:

- Explore the role of chance and the myth of control in our career paths.
- Analyze action we can take to move towards a preferred future.
- Identify opportunities for building agency and increasing positive events through planned happenstance.
- Create an action plan to move towards a preferred future.

Coming Soon

Navigating Change

Our ability to recognize and navigate change is a critical skill for anyone who wants to be a strong contributor to the success of a team, a unit or an organization. And perhaps, just as importantly, it's a critical skill to develop for personal well being and career satisfaction.

Navigating Change is designed to help faculty and staff make sense of the change journey at the individual, team and organizational levels. In this interactive workshop you will engage with specific tools and frameworks to support your own navigation of change, while giving you the opportunity to experiment with new ways of supporting others.



WORKPLACE SKILLS

At the U of A we seek out challenges so we can create positive change. We generate innovative solutions that help us to move our vision forward and to meet our teaching and research mandate.

We are facing a number of challenges, but are taking action to transform these challenges into strategic action. University of Alberta for Tomorrow seeks to build U of A's global position in higher education and research.

To achieve these goals we must all anticipate opportunities and challenges, think critically and creatively, and take action to ensure sound decisions and innovative solutions.

Problem solving and innovation means that we:

- Implement sound, efficient decisions that meet goals and achieve desired outcomes.
- Break down problems into understandable, actionable parts.
- Critically reflect on our biases, assumptions and habitual ways of thinking.
- Challenge the status quo.



Mindsets and Skills for Today's Problem Solvers

The world of work broadly is going through a period of immense change resulting from the global pandemic. Here at the University of Alberta we have had additional disruption and change resulting from the strategic transformation that reimagines our operating model. This shift has profoundly changed how we go about our work at the U of A. Within this context, now more than ever we need to be problem solvers and innovators so we can continuously improve the way we go about our work and find creative solutions to the challenges we face. We need to equip ourselves with the tools and techniques to think differently, see new opportunities, tackle problems, and to create solutions with impact.

This session is for faculty and staff who want to solve problems differently. In this interactive, hands on session, you will learn about the fundamentals of human-centered problem solving. Using the techniques and mindset associated with this approach, you will apply your learning to specific challenges U of A currently faces, including: reframing the challenge around the user, building out a research plan, identifying extreme users and analogues, and defining and sharing the next steps to move your ideas forward. Finally, you will consider how you might apply this approach to a challenge you currently face in your day to day work reality.

LEARNING OUTCOMES

By the end of this workshop you will be able to:

- Explain the tools and mindsets used in human-centered thinking as an approach to problem-solving
- Practice using the tools and mindsets used in human-centered thinking by:
 - » Taking on your user or client's perspective (external or internal to your unit) in the work you do.
 - » Participating in effective group ideation and learn how to refine concepts to create great solutions.
 - » Applying empathetic, user-centric mindset to understand problems and generate impactful solutions.
 - » Testing and validating solutions to identify the ones that are likely to produce desired business outcomes.
- Identify opportunities to apply human-centered design in your own work.





WORKPLACE SKILLS

At the U of A we will never be satisfied with the now. We are always seeking ways to improve how we go about what we do, to overcome barriers, to move our strategic vision forward, and to meet our goals and commitments.

To achieve these goals, we have a shared responsibility to continuously improve on how work is done. We must reflect on our work, aligning people, tasks, processes and technology to enhance efficiency and to meet the needs of our community.

Process excellence means we:

- Demonstrate awareness of the relationship between people and processes.
- Design processes that are representative of the experiences and needs of end users.
- Adapt to ways of working that enhance efficiency and add value.
- Make effective use of our resources.



Vision in Action: Strategic Thinking and Planning

In order to deliver results that align with the needs of our stakeholders, strategic thinking and planning is required. It involves reflecting on what's working and not working in the present, anticipating trends that will present opportunities and challenges in the future, understanding who will be impacted by our work and how, and developing thoughtful and realistic plans to get our stakeholders' needs met. Being strategic is both a mindset and a process, highly collaborative and data-based, and aided by a set of tools to support your success.

LEARNING OUTCOMES

By the end of this workshop you will be able to:

- Describe a strategic mindset and strategic behaviours, and approaches to integrating them into your day-to-day
- Use a strategic planning tool set that includes:
 - » A strategic planning process, including key questions to be answered.
 - » Engaging the voice of your stakeholder.
 - » Reviewing historical data about strengths and weaknesses.
 - » Exploring political, economic, social, technology, legal and/or environmental trends to plan for a future that looks different than today.
 - » Planning ahead to manage risks that could derail our success.
 - » Developing a plan or roadmap with goals, methods or objectives, and measures of success.
- Develop strategies to sustain learning and continue cultivating personal competency in strategic thinking and planning.

Considerations:

To enable your learning needs to be met through focusing on the type of work that you will apply the skills you learn in this workshop to, you will be invited to enroll in a workshop focused on either:

1. Individual contributors looking to improve their strategic thinking and project planning capability, or
2. Leaders accountable for developing their team or work group's plans.

This workshop will be highly applied, so learners are required to come with either a project (of any size) or a strategic planning exercise in mind, as you will work on shaping it throughout the day in order to have tangible progress to take back to work.



What people are saying about Strategic Thinking and Planning:

“

The Strategic Thinking & Planning workshop helps leaders bridge vision and application. It's almost like a mini incubator where you get to learn from other leaders and visionaries in the university community!”

NICOLE RORIGUEZ
CAREER ADVISOR - GRADUATE STUDENTS &
POSTDOCTORAL SCHOLARS



Health and Well-being Education

At the University of Alberta we are committed to supporting our people first because our success depends on it.

We are committed to A Culture of Care where psychological, cultural, and physical safety are at the heart of health and well-being. By celebrating the diversity that exists in our community and creating inclusive environments that support deep listening, we help you map your own journey toward health, happiness, and an overall state of well-being.

Our approach to learning about health and well-being is guided by our Healthy University Strategic Plan that recognizes a holistic approach to encourage social, mental and physical well-being. Each of the four pillars in the learning framework highlight fundamental human needs on the path to leading a fulfilled life.

We Care Health & Well-being

The We Care Program consists of courses to address the four pillars of the learning framework. Mental health and well-being is conceptualized as a continuum of knowledge and skill development. This includes long-standing course offerings such as Applied Suicide Intervention Training (ASIST) and Mental Health First Aid: Standard and newly launched courses Recognize, Rest, Reset: Integrated Awareness Series and Starting the Conversation: An Introduction to Mental Well-Being.

Earlier this year we launched the We Care Toolkit which consists of three tip sheets: Step By Step Instructions, Assistance Guide, and Quick Look Resources. These tip sheets are part of the Starting the Conversation: An Introduction to Mental Well-Being course and if preferred are stand-alone documents available in physical and digital forms. This toolkit is an easy-to-use guide for how to notice and care about our own well-being and the well-being of our colleagues and leaders in the workplace.

Learn more about our current and upcoming health and well-being workshops and courses at uab.ca/hwblearn.

OUR HEALTH AND WELL-BEING LEARNING CURRICULUM FRAMEWORK

The four pillars in our new health and well-being learning framework are employee centered, holistic, and proactive. The learning framework focuses on human needs and the ways that the U of A can support a work environment that enriches the lives of the employees.



Adapted from Workplace Mental Health & Well-Being 2022

PROTECTION FROM HARM

Safety and protection from non-physical as well as physical harm that includes harassment, injury, discrimination, and bullying.

Security in their jobs and financial compensation.

CONNECTION + COMMUNITY

Supportive relationships and enhanced social networks reduce feelings of aloneness and disconnection.

Belonging and being accepted in a group encourages thriving at work.

LIFE - WORK HARMONY

Flexibility for individuals to determine the correct personal mix of how, when, and where work responsibilities will be completed.

Autonomy to establish what life and work harmony means to them in their own lives.

MATTERING AT WORK

Dignity is recognized through a workplace culture where care and respect are non-negotiables.

Meaning connects the individual to their significance in the larger picture of the organization and the community as a whole.

Workshops & Courses

Mental Health First Aid - Standard (Face-to-Face)

Please note that this course is a pre-requisite to our ASIST (Suicide Intervention) course.

Mental Health First Aid: Standard is part of the We Care Health + Well-Being Program. It is an extension of Starting the Conversation: Introduction to Mental Well-Being toward essential conversations when a person is having a mental health crisis.

LEARNING OUTCOMES

By the end of this course you will be able to:

- Reinforce previous education about caring for ourselves, our peers and our leaders for optimal mental well-being in the workplace.
- Recall or recognize signs of stress that may indicate a decline in a person's mental well-being with the risk of a mental health crisis.
- Advance skills to have a conversation that encourages caring, connection, and available resources.
- Determine when day-to-day life stressors have moved from manageable with support to a mental health or substance abuse crisis.
- Identify the effect that this type of caring can have on one's own mental well-being and when the caregiver may also be in need of support.

Applied Suicide Intervention Skills Training (ASIST)

This workshop is not recommended for people who have had a recent suicide loss.

Applied Suicide Intervention Skills Training (ASIST) is a completion of mental wellness continuum of course offerings within the We Care Health + Well-Being Program. ASIST teaches participants to recognize when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety.

LEARNING OUTCOMES

By the end of this workshop you will be able to:

- Recognize that people are affected by personal and societal attitudes about suicide.
- Provide life-assisting guidance to a person thinking about suicide in a flexible manner.
- Identify the constituents of a safety plan to intervene in the life of a suicidal person.
- Demonstrate the skills required to provide suicide first aid to a person thinking about suicide.
- Appreciate the value of improving community resources including the way that they work together.
- Recognize that suicide prevention is broader than suicide intervention and, includes life promotion and self care for people thinking about suicide and for caregivers.



Recognize, Rest, Reset (Integrated Awareness + Well-Being Series)

Recognize, Rest, Reset invites you to explore your personal path to happiness and wisdom by building awareness of how we respond to, adapt, and integrate information in changing contexts. This course provides an opportunity to discover and uncover your personal values and life purpose. It integrates self-compassion, awareness of the types of rest and the reset of life-work balance.

LEARNING OUTCOMES

By the end of this workshop you will be able to:

- Define factors that influence well-being.
- Identify personal values and how they shift based on levels of stress.
- Evaluate the types of rest to determine the areas that need improvement.
- Apply course concepts to develop a personalized plan to integrate these awarenesses in the workplace.
- Apply strategies that prompt and promote continual personal discoveries.

Starting the Conversation: Introduction to Mental Well-Being

This course was formerly titled Managing for Mental Health (Leaders) and has been adapted for staff and faculty.

Starting the Conversation: Introduction to Mental Well-Being is a full-day, in-person course or a condensed half-day virtual course. It is recommended as a starting place to effectively identify and respond in a caring and compassionate manner toward ourselves, our peers and our leaders.

LEARNING OUTCOMES

By the end of this workshop you will be able to:

- Differentiate between mental well-being and mental illness.
- Understand the step by step process to become aware of and connect with care to ourselves and to those we interact with in the workplace.
- Determine ways to connect with intention to the person we notice and when the suggestion of resources would be appropriate.
- Apply the We Care: Health + Well-Being Tipsheets (Assistance Guide and Quick Look Resources) to case scenarios.

Needs Survey Results

The new course directions for the coming year will be informed by the results of the Health + Well-Being Needs Survey. STAY TUNED!



Practitioner Programs

At the University of Alberta we are dedicated to fostering the growth and development of our teams. We understand the significance of team development opportunities and recognize the need for continuous improvement in our ever-evolving academic environment.

TEAM PRACTITIONER PROGRAMS

Through our comprehensive Team Practitioner Programs, we offer a range of initiatives designed to enhance the skills and capabilities of our university's teams. Our programs are thoughtfully crafted solutions to improve specific workplace conditions. The Team Practitioner Program takes learning to the next level by emphasizing collaboration and real-world scenarios. Participants not only develop individual skills but also learn how to work effectively within a team.

In the Team Practitioner Program, you will make use of your real-world work environments, allowing you to tackle real complex problems with your team. Learners gain practical experience in navigating team dynamics, resolving conflicts, and leveraging the strengths of each team member.

PRACTITIONER PROGRAMS



Design Thinking

The Design Thinking Practitioner Program empowers teams to drive innovation in their work. Your team will learn cutting-edge design thinking methodologies from industry experts to become equipped with the skills to approach challenges with a fresh perspective. You will build your capacity to empathize with users, define problem statements, brainstorm ideas, prototype solutions and iterate for optimal results. Teams will leave this program with invaluable insights, a collaborative mindset and enhanced ability to problem-solve.

LEARNING OUTCOMES

By the end of this program you will be able to:

- Explain the Design Thinking Double Diamond Design Process.
- Apply the five phases of the double diamond process to a project.
- Use the tools/techniques for each phase to develop an innovative solution to a real-world problem.

What people are saying about Design Thinking:

“

The Design Thinking Practitioner Program was a great addition for our team... The measured pace of the program was excellent - it really forced us to slow down and be thoughtful, get into the crux of the problem, understand the people involved in all dimensions, and only then start to think about what solutions might look like. We had some external partners on our project and it was valuable not just for our university team (staff and students alike) but also for these non-university team members who had never been exposed to Design Thinking, nor taken the time to slow down and be thoughtful about solutions. I'd definitely recommend this process to any group looking to solve an important problem, be it a research question or a team process.”

EMILY ARMSTRONG, PROJECT/LAB COORDINATOR
FACULTY OF REHABILITATION MEDICINE
REHABILITATION MEDICINE

Change Management

The Change Management Practitioner Program will help teams to discover the transformational power of change and equips each team member with essential change management skills.

Change management ensures that changes are implemented smoothly and efficiently with minimal negative impact on the organization and its employees. This can involve changes in process, structures, systems, technology and culture.

LEARNING OUTCOMES

By the end of this program you will be able to:

- Explain the ASPEC change management process.
- Apply the five phases of the ASPEC process: Analysis, Strategy, Plan, Execute and Complete.
- Use the tools/techniques for each phase to navigate a change management project.

Strategic Planning

Strategic Planning helps align an organization's activities with its vision and mission, and it provides a roadmap for growth and success by anticipating future challenges and opportunities. The process aims to align the department's activities with the university's broader objectives, enhance efficiency and effectiveness, and contribute to the overall success of the institution.

The Strategic Planning Practitioner Program will equip your team with essential skills and knowledge to excel in strategic planning and execution. The program will cultivate your team's ability to think strategically, enabling them to identify opportunities, anticipate challenges and make informed decisions that align with objectives.

LEARNING OUTCOMES

By the end of this program you and your leadership team have the opportunity to:

- Build team relationships and momentum.
- Work as an intact team to analyze information and develop plans.
- Practice using strategic planning tools.
- Develop content for your unit's strategic plan.



Employee Orientation

At the U of A we know that a great onboarding experience will set you up for success, help you develop a sense of belonging, and empower you to positively contribute to the university's mission and priorities.

U of A's staff and faculty advance the core strengths of the university including outstanding research excellence, commitment to providing the best learning experience to our students, cutting edge research. We want you to grow and thrive in your new role, and we have designed an onboarding experience that will support you in your journey.

THE U OF A ONBOARDING PROGRAM IS DESIGNED TO:

- Reaffirm your employment decision.
- Empower you to co-pilot your onboarding journey.
- Accelerate your learning and competency development.
- Provide direction and support in navigating your new role.
- Foster a sense of belonging, engagement, and shared purpose.

Our employee orientation education is an important component of the U of A Onboarding Program. Our employee orientation courses and workshops support a positive employee and supervisor experience as they move through the onboarding journey. It advocates for the shared responsibility between employee and supervisor for onboarding and fosters and consistent, coherent experience. Programming provides timely information, tools, and hands on learning that sets employees up for success and helps supervisors lead the onboarding process with confidence and clarity.

Learn more about our current and upcoming employee orientation courses at uab.ca/obprog.

U of A Employee Orientation Course

Focus: Self-paced, online orientation to the U of A
Designed for: New employees

Staff Virtual Orientation Event

Focus: Build on the Orientation Course and deepen your sense of belonging
Designed for: New employees who have completed the Orientation course





U of A Orientation Course

The U of A Orientation Course is the cornerstone of the Onboarding Program. The course is designed to empower new employees as co-pilot of their onboarding journey, and to set them on a path where they can thrive and grow in their role. The course provides important support to supervisors by ensuring the new employees are oriented to the organization and have basic knowledge of important policies and procedures.

This course provides onboarding employees with:

- Tools and resources for to co-pilot the onboarding journey.
- Timely information to support a smooth onboarding journey.
- An understanding of the U of A's mission, values, priorities, and important policies and procedures.
- The opportunity to reflect on service excellence competencies and discuss a development plan with the supervisor.
- Supporting and "dive deeper" resources for employees to engage further with topics of interest.

Combined with the U of A Onboarding Program, this self-paced, multimodal, and interactive course provides you with a structured overview of the university's mission, values, priorities and community expectations. Throughout the course, you will be equipped with tools and resources to support your onboarding journey.

LEARNING OUTCOMES

By the end of this workshop you will be able to:

- Outline onboarding roles, responsibilities, and supporting tools and resources.
- Recall basic facts about U of A including, mission, vision, and values.
- Review the University of Alberta for Tomorrow the operating model.
- Define Indigenous initiative and equity, diversity, and inclusivity principles at the U of A.
- Identify key policies and procedures and recall basic principles of the behavioural expectations they outline.
- Describe U of A's safety culture, commitments, and expectations.
- List U of A employee categories and the associated collective agreements.
- Define service excellence principles and competencies.

Staff Virtual Orientation Event

The Faculty and Staff Orientation Event is an optional complement to the self-paced, online U of A Orientation Course. In this in-person, virtual event you will have the opportunity to build your sense of belonging through opportunities to network with other members of the campus community. You will also connect your learnings from the Orientation course to your work by thinking about how you will create impact in your role and Lead with Purpose.

LEARNING OUTCOMES

By the end of this workshop you will be able to:

- Identify key resources that support employee onboarding.
- Review the University of Alberta of Tomorrow model.
- Critically reflect on how you will contribute to the university and Lead with Purpose.
- Connect with other U of A employees and build a sense of belonging.





Environment and Safety Training

**At the University of Alberta we know that “our success as an institution will be determined by our support for our people.”
(For the Public Good)**

Ensuring the health, well-being, and safety of all members of our community is a top priority. We believe safe behaviour is a shared responsibility, our legal obligation, and, we believe, the right thing to do. We also recognize the interconnectedness between well-being and workplace and personal success.

THE U OF A SAFETY TRAINING LIBRARY

We offer mandatory safety training and an extensive training library of online environment and safety courses for staff, faculty, students, volunteers and those conducting work on any of the university's campuses. [Workplace Violence and Harassment Prevention](#), [Working Safely](#), [Supervising Safely](#), [WHMIS](#) and [Laboratory & Chemical Safety](#) are just a few examples of the wide-ranging courses on environment and safety training available.

Learn more about our current and upcoming environment and safety courses at uab.ca/estrain.

Workplace Violence and Harassment

Focus: Prevention of workplace violence and harassment in the workplace
Designed and Mandatory for: All employees

Working Safely

Focus: Introduction to worker rights and responsibilities
Designed and Mandatory for: All workers who do not direct the work of others or have charge of a worksite

Supervising Safely

Focus: Introduction to supervisor role and responsibilities
Designed and Mandatory for: All workers who direct the work of others or have charge of a worksite



Safety Training

Workplace Violence and Harassment

At the University of Alberta, creating a safe workplace involves not only the physical environment, but also psychological and cultural well-being. Violence and harassment are unacceptable behaviours in the workplace. Each employee has a responsibility to maintain a safe and respectful workplace.

This is a mandatory course for all faculty, staff and temporary employees of the University of Alberta.

LEARNING OUTCOMES

At the end of the training you will recognize:

- A safe and respectful workplace.
- Workplace harassment and violence.
- How to respond to workplace violence and harassment.
- The legislation, policies and procedures that promote and maintain a safe workplace.
- Resources, support and professional development available to employees.



Supervising Safely

Supervisors direct the work of others or have charge of a worksite. This may be a formal or informal working relationship with other workers.

To support our safety culture and to meet our legal obligations, it is important that you know your supervisor role and responsibilities in the protection of the health and safety of workers. This course provides an introduction to supervisor responsibilities, authorities and accountabilities.

This is a mandatory asynchronous course for all supervisors at the University of Alberta.

Estimated time to complete: Eight hours or less.

LEARNING OUTCOMES

By the end of this workshop you will be able to:

- Relate the university's Culture of Care to your own core value of safety as a supervisor and worker.
- Apply hazard management in the workplace.
- Perform inspections in the workplace.
- Recognize environmental hazards in the workplace and prevent adverse environmental impacts.
- Recognize the supervisor's role and responsibilities:
 - » In incident and emergency management.
 - » To ensure all workers are trained and competent to perform their work safely.
 - » Health and safety roles and responsibilities with contractors.



Working Safely

Safety is a core value at the U of A and we all have a shared commitment in creating the kind safe of work environment where everyone gets to go home at the end of the day safe from harm. To realize this goal everyone who works at the U of A must be fully aware of their place in the university's Health, Safety and Environment Management System (HSEMS) and their role, rights, responsibilities and authorities for safety.

This is a mandatory course for all faculty, staff and temporary employees of the University of Alberta. Supervisors complete the Supervisor Professional Development course instead of Working Safely.

LEARNING OUTCOMES

By the end of this course you will be able to:

- Recognize your workplace rights and responsibilities.
- Recognize that safety is a core value at the U of A (Culture of Care) and the U of A Safety Commitment and Health, Safety, and Environment Management System (HSEMS).
- Identify your rights and responsibilities as a worker.
- Apply HSE Management System (HSEMS) tools and knowledge in the workplace.

Estimated time to complete: One hour or less.

Sexual Violence Prevention

Sexual Violence Prevention Training supports the university's Culture of Care commitment that safe behaviour is a shared responsibility of all University of Alberta faculty, staff, students, contractors and visitors.

This course provides the employee with awareness of what constitutes sexual violence and provides education about how to prevent and respond to sexual harassment and violence. It introduces the Alberta Occupational Health and Safety legislation on sexual harassment and violence and the University of Alberta policy and procedures on sexual harassment and violence.

Sexual Violence Prevention is a one hour asynchronous online module to be completed at your own pace and time. This course includes a module for faculty and staff and a second module for leaders. Select the module appropriate for your role.

LEARNING OUTCOMES

By the end of this workshop you will be able to:

- Recognize what is sexual harassment and violence.
- Describe how to prevent and respond to sexual harassment and violence.

In addition to the programming offered by Organizational Development, U of A employees have access to extensive training through our online learning partners.

Access workshops, webinars, and on demand training through our learning subscriptions including:

Canadian Centre for Diversity and Inclusion is a made-in-Canada solution designed to address the full picture of diversity, equity and inclusion within the workplace through live and interactive webinars, knowledge repository that includes 600+ documents, reports, toolkits, templates and other content, conferences, special events and more.

Employee and Family Assistance Program online courses offer a wide range of e-courses on a variety of topics including but not limited to effective parenting, taking control of your mood, resilience, embracing workplace change, respect in the workplace, and many more.

Learn more at uab.ca/learndev.



Leading with Purpose.

Organizational Development
Human Resources, Health, Safety and Environment
uab.ca/learndev
org.learning@ualberta.ca



**UNIVERSITY
OF ALBERTA**