BUILDING LEADERS

at the U of A
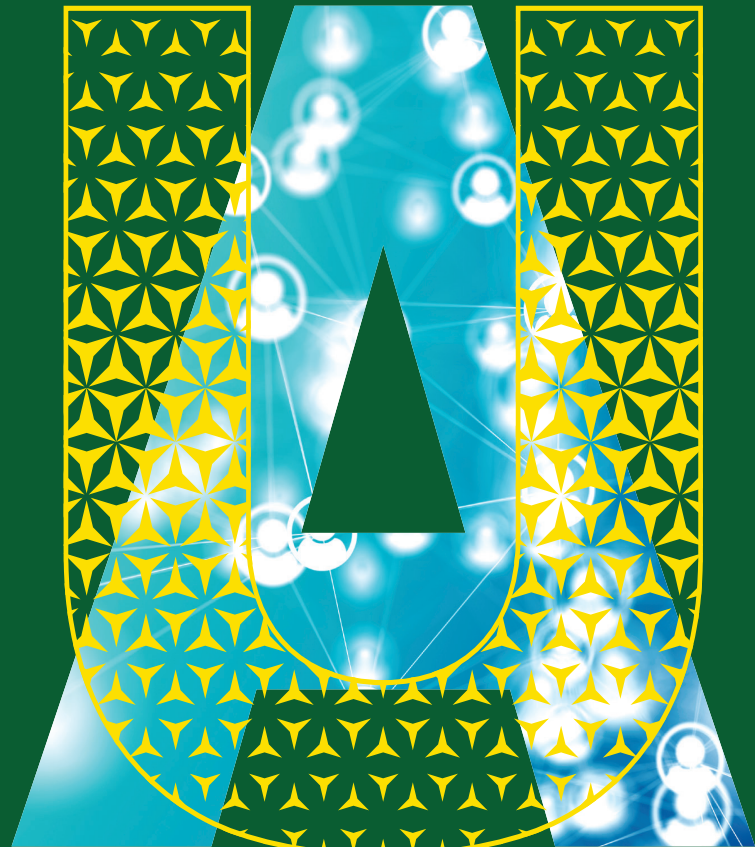
Create. Lead. Inspire.

Leading with Purpose
Organizational Development
Human Resources, Health, Safety and Environment
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UNIVERSITY OF ALBERTA

**ORGANIZATIONAL DEVELOPMENT
YEARBOOK FISCAL 2022 - 2023**

CONTENTS

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.

DIRECTOR'S MESSAGE
FOREWORD

In the later part of 2022, Organizational Development set out to create, lead, and inspire as a newly formed team.

The team set big ambitions, redefining its work and focusing on building leaders at U of A. During Fiscal 2022-2023, the team launched a new curriculum to meet the evolving needs of employees and teams and added a new talent development agenda to its work. The new curriculum focuses on building the skills, knowledge, and ability that will help teams and employees address the current challenges and meet organizational and personal goals. The curriculum is guided by our learning and development framework. The framework encourages leadership across the many dimensions of our day-to-day work and is grounded in the conviction that leadership is a conscious choice evidenced in behaviours rather than embedded by formal positions and organizational hierarchies.

F2022-2023 was a time of tremendous activity and growth for our team, and was marked by ongoing engagement with the campus community, building new partnerships and deepening others, as well as collaborative projects to deliver excellence in learning and development programming. Principles of service culture are at the heart of our work, including collaborative design that embraces significant input from employees, HR Partners, and U of A's subject matter experts.

F2023-2024 will once again be marked by the launch of new and reimagined programming designed to support faculty and staff in their day-to-day work realities and to move organizational strategic priorities forward.

We share our gratitude for the enthusiasm with which the campus community has embraced our work over the last year and look forward to the opportunity to continue to serve and support leaders at all levels of the institution.

Jane Xu
DIRECTOR, ORGANIZATIONAL DEVELOPMENT
HUMAN RESOURCES, HEALTH, SAFETY AND ENVIRONMENT
UNIVERSITY OF ALBERTA

ORGANIZATIONAL DEVELOPMENT'S
IMPACT

Organizational Development is committed to supporting people, first and foremost. The university's success depends on it.

The Organizational Development (OD) team has embraced continuous improvement, service excellence and collaboration to support the university's employees at all levels during a time of massive change.

The programs and courses have been universally well received, and the formal and informal feedback validate the team's approach to leading with purpose.

Through 4633 learning sessions – from self-directed eLearning courses to in-person workshops and programs – the OD team has supported almost 38,000 learners.

Learners agree that the workshops, courses and programs are relevant and timely and the knowledge gained can be directly applied to their current U of A context.

This is evidenced by the Promoter Scores (PS) which is an indication of program satisfaction (based on the likelihood of recommending the course or program to others).

4633
LEARNING SESSIONS

38K
LEARNERS

89%
OVERALL PROMOTER SCORE FOR SYNCHRONOUS LEARNING[1]

Through 4633 learning sessions — from self-directed online courses to in-person workshops and multi-day courses — the OD team has supported almost 38,000 learners.

1. Implementation of course evaluations for asynchronous learning is underway.

F2022-2023 At a Glance

LAUNCHED
Launched three new signature programs, including Leading Others, Management Intensive, and Workplace Skills.

Launched the Workplace Violence and Harassment course fulfilling the university's legislative training obligations.

Launched the 90-Day Behaviour Index to measure program impact.

PILOTED
Piloted the U of A Onboarding Program supporting the organization to recruit and retain top talent.

DELIVERED
Delivered programming to support the post-pandemic return to work and the university's Work from Home Program.

SUPPORTED
Supported the U of A for Tomorrow structural transformation and the goal to build a service culture with training in service excellence.

15,261
Number of active employees — **representing 99% of U of A's workforce** — completed the Workplace Violence and Harassment course fulfilling the university's legislative obligations.

Commitment to Indigenous Initiatives (II) and Equity, Diversity and Inclusivity (EDI)

LEADING OTHERS
Learners build foundational knowledge in II and EDI and integrate practical applications into their day-to-day interactions with their teams. Program modules include Indigenous approaches to leadership and an exploration of decolonization and inclusion at the U of A.

MANAGEMENT INTENSIVE
EDI is integrated throughout a curriculum focused on key manager responsibilities, including modules focused on hiring and onboarding, statutory obligations, and leading inclusive teams.

U OF A EMPLOYEE ORIENTATION COURSE
Course curriculum modules cover U of A strategic priorities such as UAT, safety and service excellences. The course also include modules on II and EDI.

23
Learners completed the Leading Others pilot in F2022-2023.

47
Learners across two cohorts completed the Management Intensive pilot in F2022-2023.

783
Learners completed the course in the first 30 days of their employment in F2022-2023.

Table 1: Programming Delivery

Learning modality	Total number of sessions	Total number of learners	Total number of learning hours for all learners	Recommendations (Promoter score)
Synchronous	86	2379	7867.5	89%
Asynchronous	4547	35513	112684	Not available[2]

Table 2: Leading Others

Number of cohorts	Number of class sessions per cohort	Total of learners for all cohorts	Total number of learning hours for all learners
1	6.5[3]	23	1104

Table 3: Management Intensive

Number of cohorts	Number of class sessions per cohort	Total of learners for all cohorts	Total number of learning hours for all learners
2	3[4]	47	1146

Table 4: Workplace Skills

Number of sessions	Total number of learners	Total number of learning hours for all learners
18	536	2753

Table 5: Hybrid Workplace - Return to Work Training

Session/Course name	Number of sessions	Number of learners	Total number of hours
Hybrid workplace workshops	7	233	329
Returning to Campus	2	8575	8575

Table 6: U of A Onboarding Program

Session/Course name	Number of sessions	Number of learners	Total number of hours
New Faculty and Staff Virtual Orientation	7	308	644
U of A Employee Orientation Course	1[5]	783	3132

Table 7: Service Excellence Training Program

Number of sessions	Total number of learners	Total number of hours for all learners
37	912	3068

Table 8: Mandatory Workplace Violence and Harassment Training

Number of sessions	Total number of learners	Total number of hours for all learners
1[6]	15261	45783

2. Implementation of course evaluations for asynchronous learning is underway.

3. In the pilot, the Leading Others cohort was 6.5 days long. The program was expanded to 8 days for the Spring 2023 offering.

4. In Spring 2023, Management Intensive will be expanded to four days.

5. This is a self-directed online course available to employees anytime, anywhere.

6. Workplace Violence and Harassment Prevention is a self-directed, online course taking an estimated three hours to complete.

Table 9: Equity, Diversity and Inclusion (EDI) Report for Learners

Session[7]	Total number of learners who identify as Indigenous	Total number of learners who identify as a visible minority
Workplace skills learners	-	25%
New faculty and staff virtual orientation	5.5%	33.1%

Table 10: Needs assessments conducted by OD[8]

Total number of survey respondents	Total number of focus groups	Total number of focus group participants	Total number of interviews
755	24	236	39

F2022-2023 Promoter Scores

LEADING OTHERS

100%

100% agree or strongly agree that they are likely to recommend the Leading Others program.

management Intensive

100%

100% agree or strongly agree that they are likely to recommend the Management Intensive program.

WORKPLACE SKILLS

93%

93% agree or strongly agree that they are likely to recommend Workplace Skills programming.

Table 11: Programming Surveys

		Leading Others	Management Intensive	Workplace Skills (Collaborating in a Complex Environment)
Learner Experience	The program facilitators were excellent.	100% agree or strongly agree	100% agree or strongly agree	97% agree or strongly agree
Learning Transfer	I am motivated to integrate the skills and content learned into my work.	100% agree or strongly agree	97% agree or strongly agree	92% agree or strongly agree
Learning Motivation	I am likely to share the tools and resources with others	94% agree or strongly agree	94% agree or strongly agree	83% agree or strongly agree

90-Day Behaviour Index: Leading Others[9]

100%

100% of learners agree or strongly agree that they have used what they learned in Leading Others to change their leadership practice.

91%

91% of learners agree or strongly agree that the behaviours they learned in Leading Others have become the new normal in their leadership practice.

100%

100% of learners indicate they have asked powerful open questions frequently or from time to time.

100%

100% of learners indicate that they consider the inclusiveness of their team or work frequently or from time to time.

100%

100% of learners indicate they have checked untested assumptions frequently or from time to time.
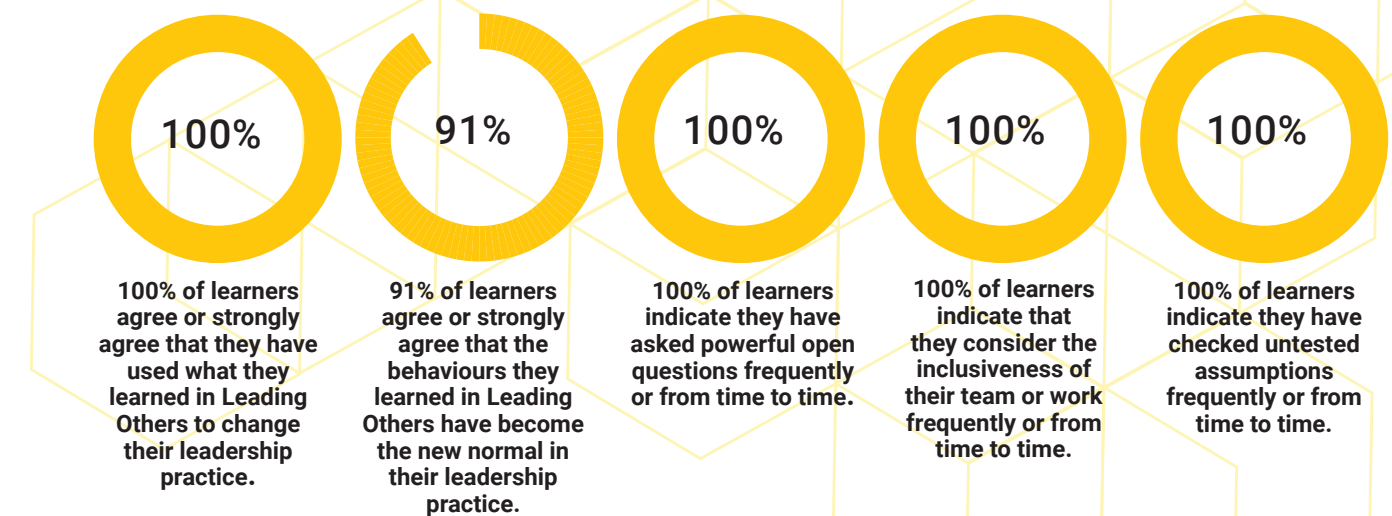
7. EDI reports are not available for Leading Others and Management Intensive due to the smaller learner populations in these programs.

8. The workplace skills needs analysis included an investigation of campus needs surrounding the management skill set. The data collected in the workplace skills needs analysis informed the Management Intensive design and curriculum. Additionally data collected in the Leading Others analysis informed the need for a stand alone program to support the management development.

9. The 90-Day Behaviour Index is a key performance indicator used to measure how effectively a program incited lasting change. Questions assess the degree to which learners have integrated and sustained behavioural change in their work and approach. Learners and their supervisors complete the behaviour index 90 days following program completion.

BUILDING LEADERS
AT THE U OF A

University of Alberta for Tomorrow sets a bold direction for the university and addresses fiscal challenges head on. U of A for Tomorrow builds on the university's long history of leadership in the province and in Canada's post-secondary sector and challenges us all to question the status quo, drive excellence and most of all, lead with purpose.

Human Resources, Health, Safety and Environment (HRHSE) believes all employees help move the institution toward these big ambitions and seeks to recruit, build, retain, and engage employees to this end. OD leads with purpose by building leaders at the U of A.

OD supports institutional goals and helps to drive HRHSE's strategic priorities with a learning and development framework that focuses on building the skills, knowledge, and abilities required to address the university's current challenges, to meet its goals, and to reach for future possibilities.

Grounded in the conviction that leadership is not a position but rather a choice evidenced in behaviours, OD's learning and development framework encourages and supports leadership across the many dimensions of our day to day work. It encourages this development at all levels of the institution.

Organizational Development builds leaders at the U of A across six dimensions:

01 LEADERSHIP PROGRAMS

Leadership emerges from all levels of the institution. Our three leadership programs support learners from wherever they are on their leadership journey. Learners mindfully explore their personal leadership and what the future could look like with programming that builds capacity in collaboration, innovation, change-agency, disruption and inclusion.

02 MANAGEMENT DEVELOPMENT

Managers and supervisors execute the strategic direction and move operational goals forward. Learners develop the people side of their management skill set and learn how to build an unstoppable team within U of A's unionized environment.

03 COACHING & MENTORING

Learners can fulfil their leadership potential by gaining insight about their journey through quality one-on-one conversations and the direct experience and advice of others.

04 HIGH POTENTIAL PROGRAM

To lead, you need a broad knowledge base and skill set — and the ability to pull all the pieces together. Learners will develop the essential cross-functional perspective that prepares them to lead with vision and build a focused strategy. The High Potential Program will prepare learners for their next leadership role.

05 360 SURVEY & ASSESSMENT

Self-awareness is a key indicator of performance and development and is a core leadership competency. Learners benefit from development strategies that help them lead through knowing oneself and others better.

06 SKILL DEVELOPMENT COURSES

Commitment to personal effectiveness, accountability and growth is a critical part of leadership. Learners meet the challenges of their day-to-day work realities by equipping themselves with transferable workplace skills, service excellence, well-being, and health and safety.

ORGANIZATIONAL DEVELOPMENT (OD)
WHO WE ARE

From left to right:
Lynn Yang, Program MA, MEd, Coordination, Program Coordination
Lisa Lozanski, MAdEd, Consultant and Leadership Lead
Wayne Po, MA, Consultant, Strategic Projects
Jane Xu, BA, Director
Kathleen Danser, PhD, Consultant, Learning
Deanna Davis, PhD, Senior Consultant and Learning Lead
Jacqui Chesterton, BA, Consultant, Performance and Success
Linda Hui, BEd, eLearning Specialist
Carrie Malloy, MEd, Consultant, Leadership

Subject Matter Expertise

10 decades of experience in learning and development **strategy.**

12 decades of experience in **designing** learning and development opportunities.

14 decades of experience in **facilitating** learning and development programs.

Certifications Held by the Team

- EQi-2.0 and EQ 360 Emotional Intelligence Coaching
- Virtual Facilitator by International Institute for Facilitation
- Facilitator for DDI Interaction Management
- Facilitator for DDI Targeted Selection Interviewer/ Program Manager
- Administrator of Myers Briggs Type Indicator by Asianic Psychologists Press
- Administrator of HBDI Assessment
- Assessor of PDI Assessment
- Administrator of HOGAN Assessment
- Administrator of Personal Orientation Profile 7.0
- Accredited Aptitude - Saville Assessment Practitioners
- Accredited Wave - Saville Assessment Practitioners
- Accredited Emotional and Social Competency Inventory (ESC) Practitioner
- Strengths Performance Coach
- Trainer for Manager as Coach: The Spot Coaching Approach
- Trainer for Situational Leadership II
- Trainer for Situational Self Leadership
- Licensed Facilitator for The Coaching Clinic®
- LEGO Serious Play: Teams and Groups
- Certified Coach Practitioner

What OD Believes About Learning

OD builds programming based on four fundamental beliefs about how learning becomes transformational and is activated for positive change:

1. **Learning is most effective by doing.** Programming is grounded in current research and is driven by practical tools and application during and in between sessions. Workshops and programs are designed to engage learners in carefully selected and purposeful opportunities for direct experience.
2. **Learning design must be inclusive.** Programs are designed to enable all to see themselves and have the opportunity to fully contribute and engage in their learner experience. The U of A's Indigenous Initiatives (II) and Equity, Diversity and Inclusivity (EDI) frameworks are embedded throughout the programming, and programming is grounded in principles of universal design for learning.
3. **Learning is a social process and should draw on learners' lived experiences.** 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.** Programs leverage focused reflection to build and reinforce knowledge and skills, while clarifying personal values, and deepening pathways for individuals to make meaningful contributions to the institution.

OD Offerings

Programming is designed to acknowledge the diversity of learners in the campus community and includes a variety of formats and intensity levels to accommodate possible barriers to particular delivery modes, to acknowledge learners' cultural and educational diversity, and wide-ranging lived experiences.

1. **eLearning Courses:** Online, self-paced learning with assessments such as quizzes or personal reflections. eLearning courses range in duration from one to 16 hours.

2. **Workshops:** Stand alone sessions that are mostly day-long. Shorter sessions running from one to three hours are also offered as well as ad hoc sessions. Workshops are offered both in-person and virtually and include: 1) Active and experiential learning such as learning labs, role playing, and case studies; and, 2) structured activities that develop self-awareness and personal goal setting.

3. **Programs:** Multi-day, cohort-based learning that includes pre-work prior to the program and completion of assignments between sessions. Programs are offered both in-person and virtually and incorporate: 1) active and experiential learning such as problem based and project based learning in and between sessions; and, 2) structured activities that develop self-awareness and personal goal setting. Program expectations, including intersession work balances depth of knowledge and skill development with the number of classroom hours and time spent between sessions completing application activities.

Why OD's Programming is Unique

HRHSE is committed to investing in the development of the University of Alberta's employees so they may reach their full potential. OD plays a critical role in supporting this mandate.

The U of A's OD team values collaboration, partnerships, and modelling the way. Simplicity is at the heart of its learning philosophy as all OD programming is relevant, timely, and responsive and focuses on knowledge and skills transfer to learners' day-to-day work realities. Programs, workshops, and on-demand learning support the development of the knowledge, skills, behaviours, and mindset that increases personal effectiveness, accountability, and growth.

The service mindset of "designed with" rather than "designed for" supports an overall philosophy of working together in support of leading with purpose. All programming is designed with the end user in the mind - the learner. A consistent feedback loop between the learner and the OD team supports continuous improvement.

The team delivers high quality, responsive programming through six key strategies:

1. **Developing a customized, integrated, and holistic learning curriculum that supports the U of A's strategic priorities.**
   - Foster a culture of inclusive leadership practices and supports employees to cultivate a more inclusive workplace culture by embedding II and EDI into programming.
   - Embed Culture of Care and education about U of A Safety culture in its courses and programs.
   - Help to advance U of A for Tomorrow and Service Culture by offering service excellence training and embedding these topics into employee orientation education.
   - Support Culture of Care with Workplace Violence and Harassment training and embeds content related to physical, psychological and cultural safety into management development and employee orientation education.
   - Support the Work from Home Program with workshops covering multiple aspects of the hybrid workplace.

2. **Grounding programming in current research and leading practices.**
   - OD's needs analysis and curriculum development processes include:
     » A scan of current research, including peer reviewed literature.
     » An environmental scan of industry and/or post-secondary leading practices.
   - In F2022-2023 an investigation of current research and leading practices informed the development of Leading Others, Management Intensive, Workplace Skills, the U of A Onboarding Program. An environmental scan and literature review informed the new health and well-being learning framework. A full needs analysis is forthcoming in F2023-2024.

3. **Understanding and meeting the needs of learners by co-designing the curriculum with learners and clients.**
   - Learners participate in the design and conceptualization of programs and workshops through focus groups, feedback sessions, and interviews.
   - OD consults and collaborates with HRHSE CoEs and HR Partners to better understand client needs in the development of curriculum.
   - Focus groups following the delivery of a new program informs continuous improvement for subsequent iterations.
   - In F2022-2023, OD ran 24 focus groups, engaged 236 learners in the curriculum building process and conducted 39 interviews.

4. **Partnering with outstanding facilitators who have subject matter expertise.**
   - OD engages only the most qualified and well-regarded facilitators to deliver OD programming. Facilitators are vetted by the team through an interview process, and more recently through the delivery of a microlearning session to the team.
   - In F2022-2023 OD engaged in this process for Leading Others, Management Intensive, and Workplace Skills.

5. **Fostering transformational learning by supporting and measuring behavioural change in learners.**
   - OD's workshops and programs support behavioural change through practical application during and between sessions.
   - Program impact is measured through behavioural changes with a 90-Day Behaviour Index with learners and their supervisor. In F2022-2023, the behaviour index was implemented for Leading Others and Management Intensive, with the intention to expand this practice further in F2023-2024.
   - Learners are supported with resource hubs containing practical tools and multi-modal resources that support behavioural change. In F2022-2023 learning resource hubs were created for the U of A Onboarding Program and Workplace Skills. Learning resource hubs are currently under development for Leading Others and Management Intensive.

6. **Creating a curriculum that privileges deep learning and supports application, learning transfer, and self-awareness.**
   - Over the past year the team focused its energies on developing day-long or multi-day cohort programming to provide learners with a deeper understanding of content than is possible in shorter sessions. In addition to building learners' knowledge more deeply, the strategy supports transformational learning by providing the necessary space for practical application in and between sessions.
   - Workshops and programs include structured activities that develop self-awareness and personal goal setting.
   - In F2022-2023, this approach was applied to Leading Others, Management Intensive, and Workplace Skills. Over the coming fiscal year, this approach will continue to inform OD's new learning initiatives.

Highlighting Organizational Development External Facilitators
F2022-2023

Jess Robinson Lychak
MA (Leadership), PCC
Lead Facilitator, Leading Others, Precipice Development

Kerri Robinson, MBA
Co-facilitator, Leading Others, Precipice Development

Karen MacKenzie, MBA, BSc
Indigenous Approaches to Leadership, Leading Others, PeopleBest Canada and MacKintosh Canada

Ben Weinlick, MA (Leadership)
Innovation Lab, Leading Others, Think Jar Collective

Wendy Wilton, MEd (DE), ACC
Lead Facilitator, Management Intensive, Facilitator, Workplace Skills, Wilton Consulting

Lyall Samaroden
Facilitator, Workplace Skills, Bench Solutions

F2022 - 2023
ACCOMPLISHMENTS

During F2022-2023, OD launched an integrated, responsive, and comprehensive curriculum.

OD supported strategic priorities and demonstrated leadership by integrating the university's Indigenous Initiatives and Equity, Diversity and Inclusivity frameworks into most of its programming.

OD supported the institutional strategic planning process through a day-long workshop providing employees with the opportunity to apply a more strategic mindset and equipping them with skills about the strategic planning process. Safety culture and service excellence was likewise integrated into programming, and the Service Excellence Training Program was revamped to better support the evolving needs of employees.

Demand for OD programming in F2022-2023 exceeded capacity. Registration for OD programs filled quickly and most sessions had long waitlists. Program evaluations speak to the quality of OD programming, its relevance to learners' day-to-day work, and the overall impact of new skills and knowledge development, which includes the transfer to the workplace.

The Launch of
LEADING
○THERS

Table 2: Leading Others

Number of cohorts	Number of class sessions per cohort	Total of learners for all cohorts	Total number of hours for all learners
1	6.5[10]	23	1104

OD responded to the request for leadership skills development as contributors across the organization were looking for ways to lean into the rapid pace of change on campus. This need was also heightened by the global changes driven by the pandemic.

In partnership with subject matter experts and campus partners, OD created a leadership framework that aligns with principles of global citizenship, community development, and the realization of the potential of people and ideas. The framework was developed using leading practices, and current research within the context of the U of A's vision and mission.

LEADERSHIP FRAMEWORK
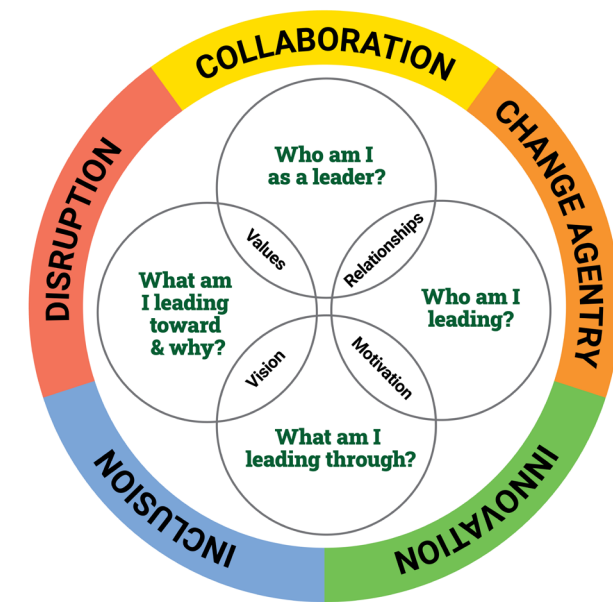
The first program - Leading Others - was launched as a pilot program in the fall of 2022, following a needs assessment that included three focus groups, 37 focus group participants, and 11 interviews to fully understand the needs of campus leaders.
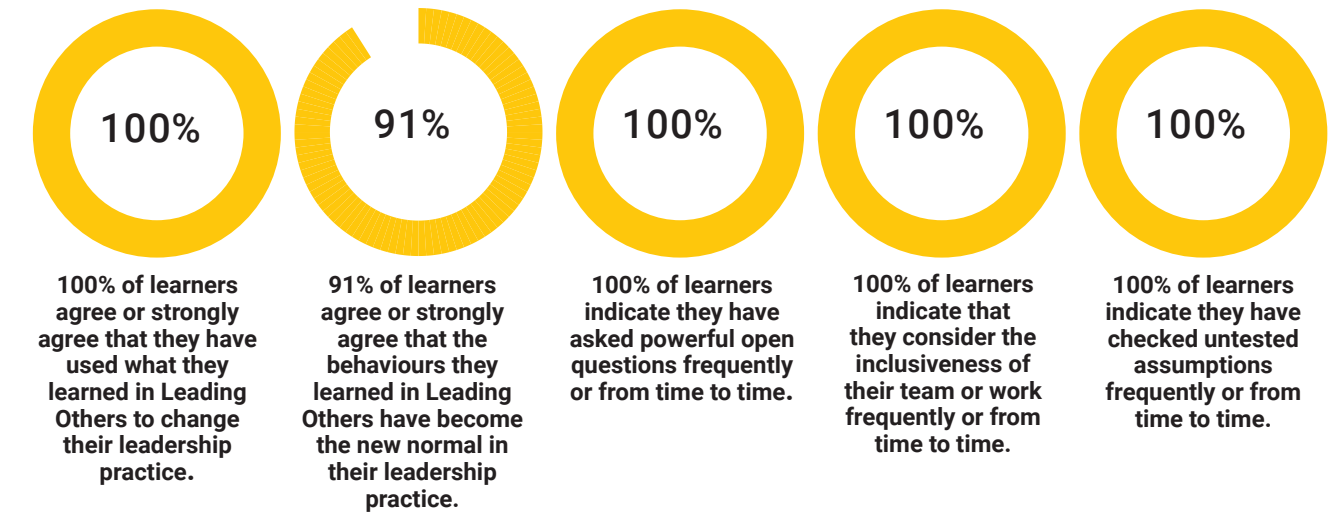
The first iteration of the program helped participants to clarify their leadership identities and build supportive relationships with members of their team. It developed critical skills in collaboration, change-agentry, innovation, inclusion, and disruption, so that participants left equipped with strategies in inquiry, inclusive communication, coaching, innovative problem solving, and conflict management

In addition, the program introduces learners to Indigenous approaches to leadership and the role of leaders in fostering inclusion within a U of A context.

Activating positive change by building programs that support transformational learning and measure behavioural change is a key learning strategy for the OD team. The behaviour index measures program effectiveness and reinforces the focus on self and context awareness that is central to all OD programs. Supervisors are also asked to complete the 90-Day Behaviour Index, a strategy that engages supervisors in employee development by following up on the supervisor endorsement required in the program application.

In F2022-2023, Leading Others became the first program to implement the 90-Day Behaviour Index. Data gathered in the behaviour index shows that learners had a high degree of success in integrating and sustaining behavioural change in their work and approach. Areas where learners had less success will help OD identify goals for continuous program improvement.

10. In the pilot, the Leading Others cohort was 6.5 days long. The program was expanded to 8 days for the Spring 2023 offering.

90-Day Behaviour Index: Leading Others[11]

100% 100% of learners agree or strongly agree that they have used what they learned in Leading Others to change their leadership practice.

91% 91% of learners agree or strongly agree that the behaviours they learned in Leading Others have become the new normal in their leadership practice.

100% 100% of learners indicate they have asked powerful open questions frequently or from time to time.

100% 100% of learners indicate that they consider the inclusiveness of their team or work frequently or from time to time.

100% 100% of learners indicate they have checked untested assumptions frequently or from time to time.

What learners are saying about the Leading Others program:

> " This course has completely re-shaped my leadership practice. The confidence you gain during the program allows you to activate Leadership Superpowers you didn't even know existed. . . . I cannot recommend Leading Others enough. It is fast paced, and comes with a good amount of course work, but every minute spent is one of the best investments you will make in yourself, and those you lead."
>
> JAANA PAAVOLA, MANAGER
> HORTICULTURE AND INFRASTRUCTURE AT
> UNIVERSITY OF ALBERTA BOTANIC GARDEN

> " I can definitively say that this course has changed me as a leader. The course material is thoughtful and informative, the instructors are engaging and clearly want you to succeed. I think all supervisors should have to take this course to maximize their potential."
>
> FARAH CAMPBELL
> PTC CLINICAL RESEARCH COORDINATOR
> FACULTY OF MEDICINE & DENTISTRY
> FAMILY MEDICINE DEPARTMENT

Leading Others
Relate. Innovate. Elevate.

11. The 90-Day Behaviour Index is a key performance indicator used to measure how effectively a program incited lasting change. Questions assess the degree to which learners have integrated and sustained behavioural change in their work and approach. Learners and their supervisors complete the behaviour index 90 days following program completion.

The Launch of management Intensive

Table 3: Management Intensive

Number of cohorts	Number of class sessions per cohort	Total of learners for all cohorts	Total number of hours for all learners
2	3[12]	47	1146

Management Intensive recognizes management and leadership are distinct and that both skill sets are needed to be an effective leader. A three-day program cohort model designed for supervisors was launched January 2023 as a pilot with two cohorts.

The pilot offered OD the opportunity to test the program design and the content. A campus wide needs assessment highlighted a gap in workplace skills training, namely a stand alone program for individuals who manage direct reports.

Management Intensive addresses this need and the program design is based on collaborative principles. All five of HRHSE's Centres of Expertise (CoE) and HR Partnerships played a role in shaping the curriculum. Management Intensive is delivered by a lead facilitator who provides a continuous point of contact for learners. In addition, HR Partners and other HRHSE subject matter experts co-facilitate specific topics to give learners the opportunity to learn from, and interact with HRHSE's subject matter experts.

Management Intensive addresses the operational side of people leading and is complement to Leading Others. The program focuses on five key manager responsibilities, which are threaded throughout the program and are contextualized within a performance development framework and the U of A's unionized environment. In addition, the program builds learners' knowledge of principles of equity, diversity, and inclusivity, provides practical strategies to build and foster more inclusive teams, and invites leaders to set personal commitments.

The pilot phase validated the program's approach and content, and based on participant feedback, will expand to four days going forward.

Management Intensive
Build an unstoppable team, support employee success and development, and increase organizational effectiveness.

12. In Spring 2023, Management Intensive will be expanded to four days.

THE FIVE MANAGER RESPONSIBILITIES

1. HIRE
Hiring and onboarding.

2. PLAN
Setting and aligning goals.

3. MONITOR
Supporting and monitoring performance.

REGULAR TOUCH-BASE CONVERSATIONS

4. DEVELOP
Developing people and managing poor performance.

5. REVIEW + CELEBRATE
Building a high performing team.

What learners are saying about Management Intensive:

" …This course serves as a bootcamp to management and leadership practices in general and working at the U of A specifically. Ignore this course at your and your team's peril!"

FREDERICK MILLS, MANAGER
CO-OP STUDENT PROGRAMMING
FACULTY OF ENGINEERING

" I was less than six months into a manager role when I joined the intensive. It was exactly that - an intensive training on all things I needed to know about managing that other people assumed I just knew because I'd gotten the job. "

ALISON EXNER, ACTING MANAGER
RESIDENCE LIFE AND EDUCATION
FACILITIES AND OPERATIONS

The Launch of

W🜄RKPLACE
S K I L L S

Table 4: Workplace Skills

Number of sessions	Total number of learners	Total number of hours for all learners
18	536	2753

In March 2022, OD initiated a campus-wide needs assessment to develop a better understanding of the workplace skills employees need to meet the strategic transformational changes the university was undergoing, in addition to the disruption of the global pandemic. The institution is reimagining its operating model in response to provincial funding cuts while the pandemic shifted how employees went about their day-to-day work, laying the foundation for a hybrid work model.

The needs assessment work continued in Fiscal 2022-2023, and it included:
- An environmental scan of industry practices.
- Consultations with HR Partners.
- Engaging employees through a campus-wide survey which resulted in more than 700 responses.
- Direct employee input through curriculum brainstorming and feedback sessions.

The needs assessment led to the development of six curricular dimensions. Over the past year, six workshops were launched covering the curricular dimensions. The day-long sessions take a deep dive into the topic areas and focus on practical application that learners can immediately apply in their daily work. To support learners beyond the classroom, the team developed a dedicated learning resources hub that provides learners access to resources and practical tools following the sessions. The six sessions were delivered a total of eleven times. Registration for the sessions filled quickly and had long waitlists despite increasing the number of available seats. .

What learners are saying about Workplace Skills workshops:

> " I feel everyone can learn something from this course (Communicating with Impact)! Being able to receive feedback from my group members (in class applied knowledge exercise) 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
Build, apply and thrive with workplace skills and drive positive change.

WORKSHOP SKILLS CURRICULUM

Dimension 1: Working with Others

Dimension 2: Communication

Dimension 3: Personal Effectiveness

Dimension 4: Problem Solving and Innovation

Dimension 5: Process Excellence

Dimension 6: Hybrid Workplace

Table 5: Hybrid Workplace - Return to Work Training

Session/course name	Number of sessions	Number of learners	Total number of hours
Hybrid workplace workshop	7	233	329
Returning to campus	2	8575	8575

The OD team continued to develop hybrid workplace training to support the formalization and roll-out of the U of A's Work from Home Program. The program provides employees the flexibility to work from home while maintaining the necessary level of productivity, engagement, and performance required by the institution. OD expanded its offerings on the hybrid workplace during F2022-2023 with "Leading Hybrid: Doing Hybrid Well," which focuses on foundational knowledge, tools, and strategies required to set up and lead an effective hybrid team.

In addition, the OD team developed three COVID-19 training modules for staff, faculty, and students returning to campus during the pandemic. Each module responded to the changing pandemic conditions.

> " I've been promoting Mindsets and Skills for Today's Problem Solvers to friends and colleagues across campus ever since I attended the session in January. Lyall was an excellent facilitator and fearlessly but empathetically led our somewhat skeptical group through the basics of design thinking. In a few short hours we were putting our new skills to work in a design sprint. It was incredible to collaborate with a diverse group from all corners of the University community to try and solve some of the biggest challenges we're facing on campus today. You could feel the energy in the room shift as people felt empowered to try a new approach to problem-solving."
>
> MICHELE FULLER, FUNCTIONAL ANALYST
> OFFICE OF THE DEPUTY PROVOST
> ENROLLMENT SYSTEMS AND SERVICE INNOVATION

The U of A Onboarding Program Pilot

Table 6: U of A Onboarding Program

Session/course name	Total number of sessions	Total number of learners	Total number of hours
New Faculty and Staff Virtual Orientation	7	308	644
U of A Employee Orientation Course	1[13]	783	3132

The U of A Onboarding program was designed to support the retention, success, and belonging of new employees. According to a Gallup survey, only 12% of those employees surveyed strongly agree their organization does a great job onboarding new employees – and yet research indicates that effective onboarding impacts employee success, engagement, and retention.

In collaboration with campus partners, the OD team developed a comprehensive onboarding program that focuses on the employee and supervisor experience. The program fulfils the commitments made during SET in response to the significant onboarding at all levels of the university in meeting the goals of the strategic transformation as well as the ongoing need for a coherent, effective onboarding experience that is imperative to the goals of University of Alberta for Tomorrow, including recruiting and retaining top talent.

The program is the first centralized approach to onboarding employees and offers a streamlined, consistent approach that supports leaders and staff to understand the roles and responsibilities, shift thinking to an institutional perspective, and reinforce service excellence and II and EDI.

What learners are saying about U of A Onboarding:

> " I feel this was a great orientation to have, and there was a plethora of resources that I have saved to refer back to later. This is a great starting point of training and I look forward to future training sessions."

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13. This is a self-directed online course available to employees anytime, anywhere.

The program fosters a consistent and coherent experience for the employee who co-pilots their onboarding journey while helping supervisors lead the process with confidence and clarity.

Included in the program is the:
- Intranet Onboarding Toolkit providing employees and supervisors with resources, such as an onboarding checklist and a 90-day plan, which helps employees meet key deliverables and objectives.
- U of A Employee Orientation eLearning course, which is the cornerstone of the Onboarding Program. The course provides employees with a structured overview of the university's mission, values, priorities, and important policies and procedures. Key topics included in the course are: UAT, II/EDI, safety culture, and service excellence.
- New Faculty and Staff Virtual Orientation, which builds on the orientation course and offers employees the opportunity to connect institutional strategic priorities to their role by crafting a "leading with purpose" statement.
- Starting Strong: Orientation for Supervisors Onboarding Employees, which equips supervisors with knowledge about the program and builds key supervisory skills that support employee success and engagement.

In Fiscal 2022-2023, ran a pilot with ten units across the campus. The program is currently being refined for broader implementation in early July.

The U of A Onboarding Program
Prepare, discover, and learn how you can contribute to the U of A's teaching and research mission.

The Service Excellence Training Program

Table 7: Service Excellence Training Program

Number of sessions	Total number of learners	Total number of hours for all learners
37	912	1813

The U of A acknowledges service excellence as a shared commitment to continuous improvement. It is defined by how employees serve colleagues, students, and external stakeholders, and it means consistently meeting and exceeding the needs of the organization's diverse community.

In F2022-2023, and in response to the diverse and evolving needs of staff and faculty, the OD team revitalized and expanded the original Service Excellence Training Program (SETP) which was implemented the previous fiscal year. This included the streamlining of the asynchronous component of the program based on learner feedback.

This iterative program development work aligns with the U of A's service culture and demonstrates the OD commitment to continuous improvement.

The newly designed Service Excellence Education (SEE) program is a three-tiered program delivery. Each tier builds on itself and is grounded in the U of A's seven service principles, the six service excellence competencies, and human-centred engagement. Foundations was piloted earlier this year and officially launched in June.

What learners are saying about Service Excellence:

> " The introductory module was great for building pride for our university, understanding the current state and how we can navigate the change."
>
> _____
>
> In the past, I've attended training that is similar to this. I found this module [Module 2] to be a great review and great use of my time, especially being a part of an academic organization which is new to me."
>
> _____
>
> This module [Module 3] contained outstanding information on customer service. I wish I had been introduced to these concepts as a younger person working in retail and other customer-facing jobs."

The Mandatory Workplace Violence and Harassment Training

Table 8: Mandatory Workplace Violence and Harassment Training

Number of sessions	Total number of learners	Total number of hours for all learners
1[14]	15261	45783

In F2022-2023, 99% of active employees completed the new mandatory workplace violence and harassment prevention training. The "Workplace Violence and Harassment Prevention" course was designed and launched in response to an incident on campus in 2019, that resulted in the university receiving eight orders of non-compliance under the Occupational Health and Safety Act relating to the university's policies, procedures and practices associated with violence and harassment.

The online course ensures all employees and supervisors understand their individual responsibility for creating a safe workplace which the U of A defines as a "respectful work, study and living environment, where you are valued for your diversity, talent and contributions."

What learners are saying about Workplace Violence and Harassment Training:

> " I just wanted to say that the information, definitions and strategies on this course were easy to understand and follow. Thank you!"
>
> _____
>
> Excellent course and I would add this to our annual training requirements and orientation for new hires."

The Service Excellence Program
Clarify, care, and support clients to help U of A meet its goal for service excellence.

14. Workplace Violence and Harassment Prevention is a self-directed, online course taking an estimated three hours to complete.

LAUNCH OF TALENT DEVELOPMENT PROCESS FOR SENIOR LEADERS

The U of A is committed to developing the next generation of leaders, and the OD team is responding to this commitment by investing in the renewal of the institution's approach to talent development. The renewal process is focusing on the quality of the conversations and the accountability of developing and implementing action plans between the employee and supervisor. The intent with this approach is to empower individuals to "own their careers" while developing a culture of accountability.

This preliminary work supports talent retention while boosting employee engagement. The team also designed an employee mentorship program to be piloted Fiscal 2023-2024
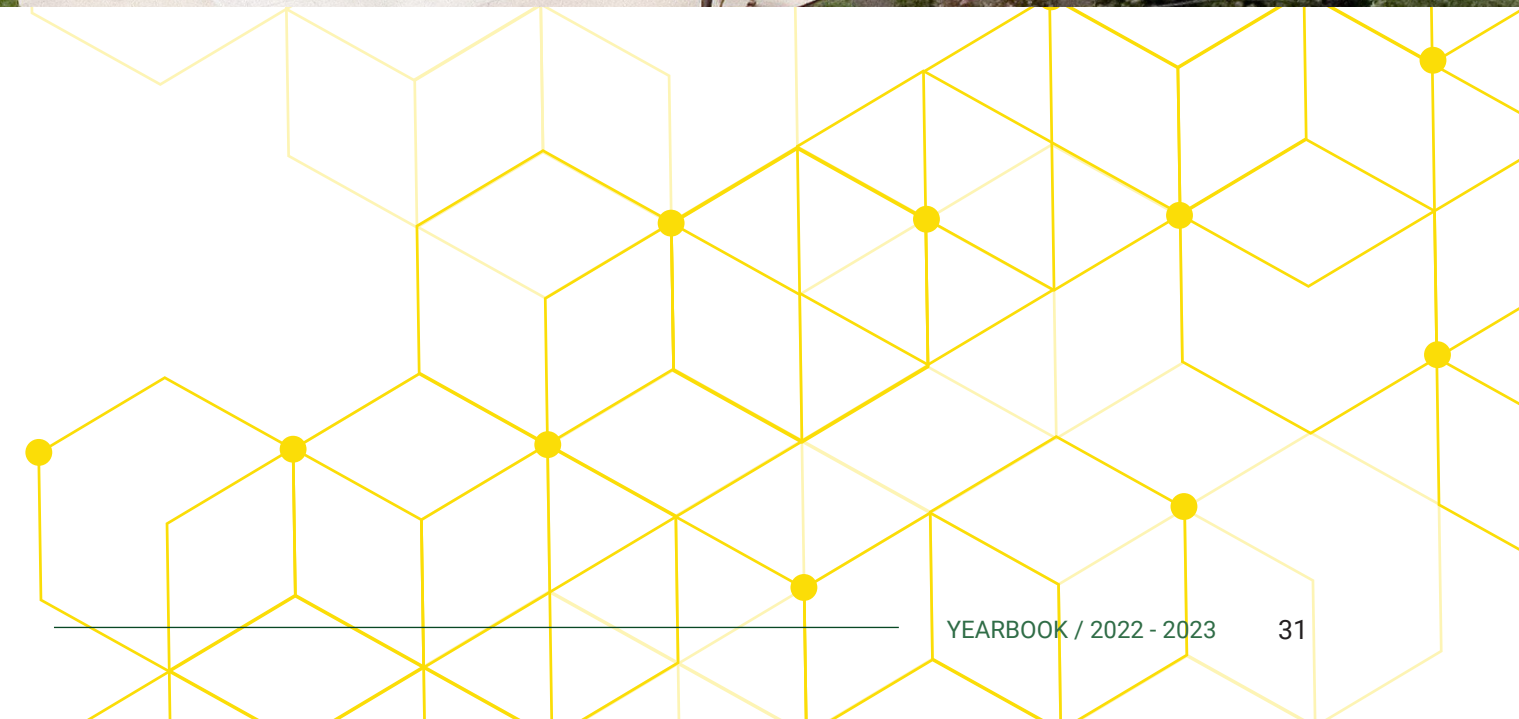
LOOKING AHEAD
TO F2023-2024

The OD team will build on its successes from last fiscal in its quest to build leaders at the U of A.

The team will continue to deliver quality programming and expand its integrated curriculum. All programs connect to leading with purpose as the University of Alberta continues its relentless pursuit of excellence in teaching, learning, discovery and citizenship.

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Create. Lead. Inspire.
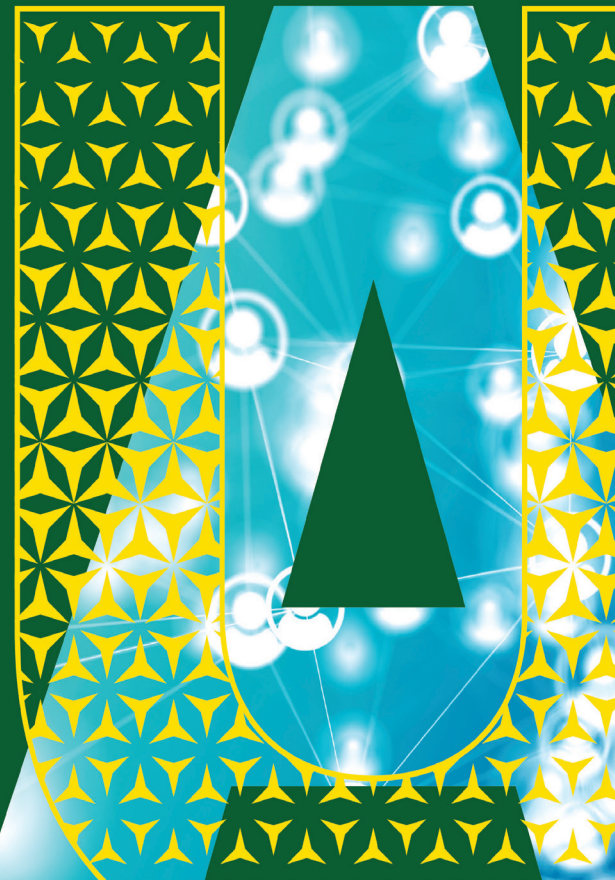
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Organizational Development | Human Resources, Health, Safety and Environment
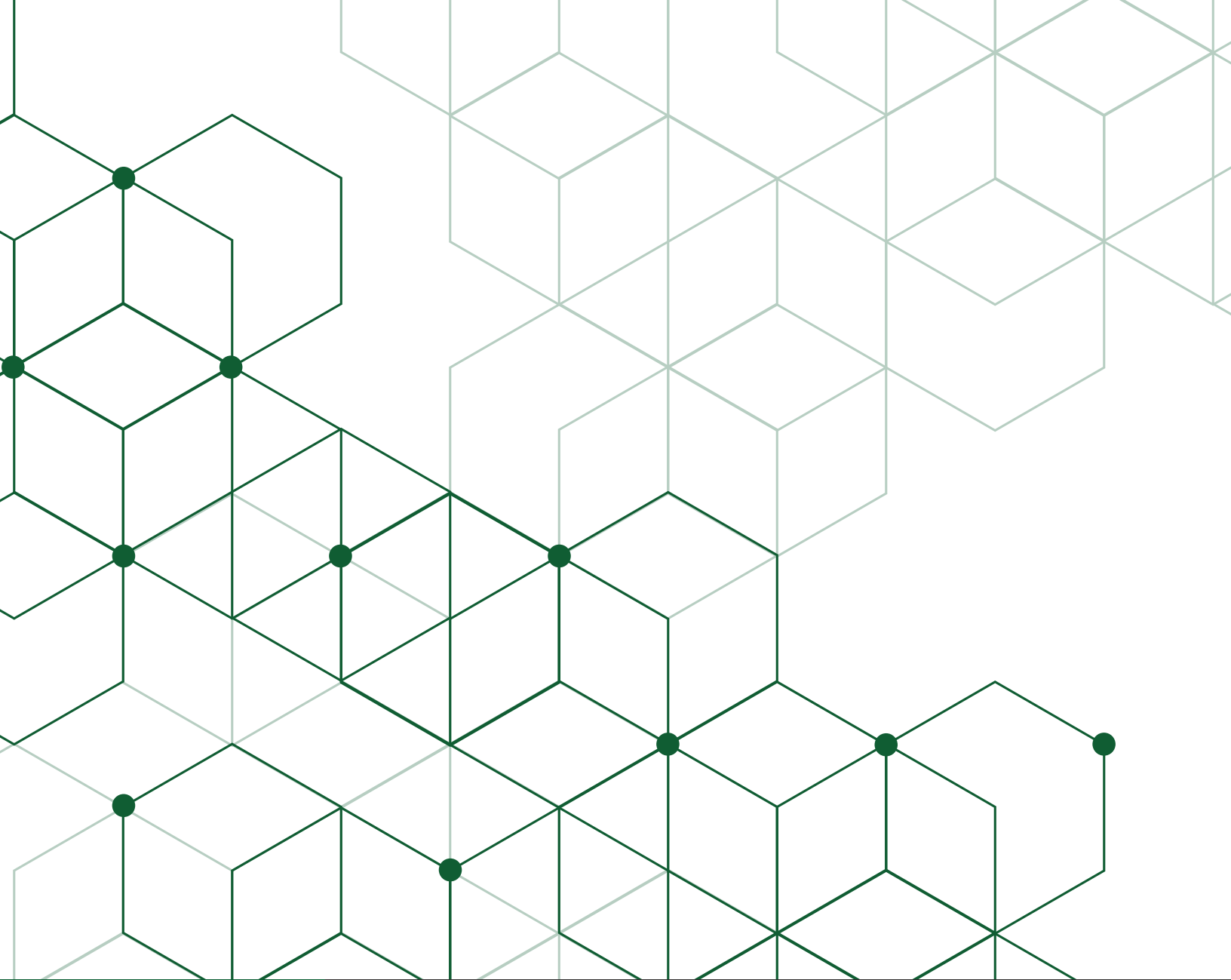
ACKNOWLEDGEMENTS

Organizational Development's programming supports a culture of excellence that is at the heart of the university's teaching and research mission and U of A for Tomorrow.

We are grateful for the leadership and support of Tanya Wick, AVP to HRHSE, HR Service Partners, and all of our HRHSE colleagues to help make our work possible. We also recognize the many campus leaders who have embraced our work, recognized that leadership is activated in multiple contexts and at all levels of the organization, and have provided employees with the time to pursue their own personal development.

Our many campus partners have provided guidance and support and have brought their collaborative energies to ensuring that U of A employees have access to outstanding learning and development education.

Finally, we want to express gratitude to the hundreds of U of A employees who have been our co-designers in program development and to the learners who have enthusiastically committed to their personal development and the culture of excellence that will move the University of Alberta towards its big ambitions.

A Learning Curriculum Viewbook published this spring outlines the programs across OD's areas of focus. The team has added a number of new workshops and programs for 2023-2024, with a few that take a "train the trainer" approach. Highlights include:

- Orientation for supervisors who are onboarding employees.
- The launch of the new multi-tier Service Excellence Education (SEE).
- The expansion of Workplace Skills training with the addition of two new courses.
- The development of the Microtraining Program, that will certify for alumni in the team's signature programs, including Leading Others, Management Intensive, and Workplace Skills.
- The launch of an additional leadership program focusing on leading without formal authority.
- In addition, the OD team will advance the University of Alberta's A Culture of Care safety action plan through the launch of a learning and development framework for health and well-being, two new courses, and the delivery of "We Care Toolkits."

For more information about how OD will strive to develop leadership at all levels of the organization and across the many dimensions of our day-to-day work, see OD's inaugural Learning Curriculum Viewbook for detailed information about plans for 2023-2024.

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