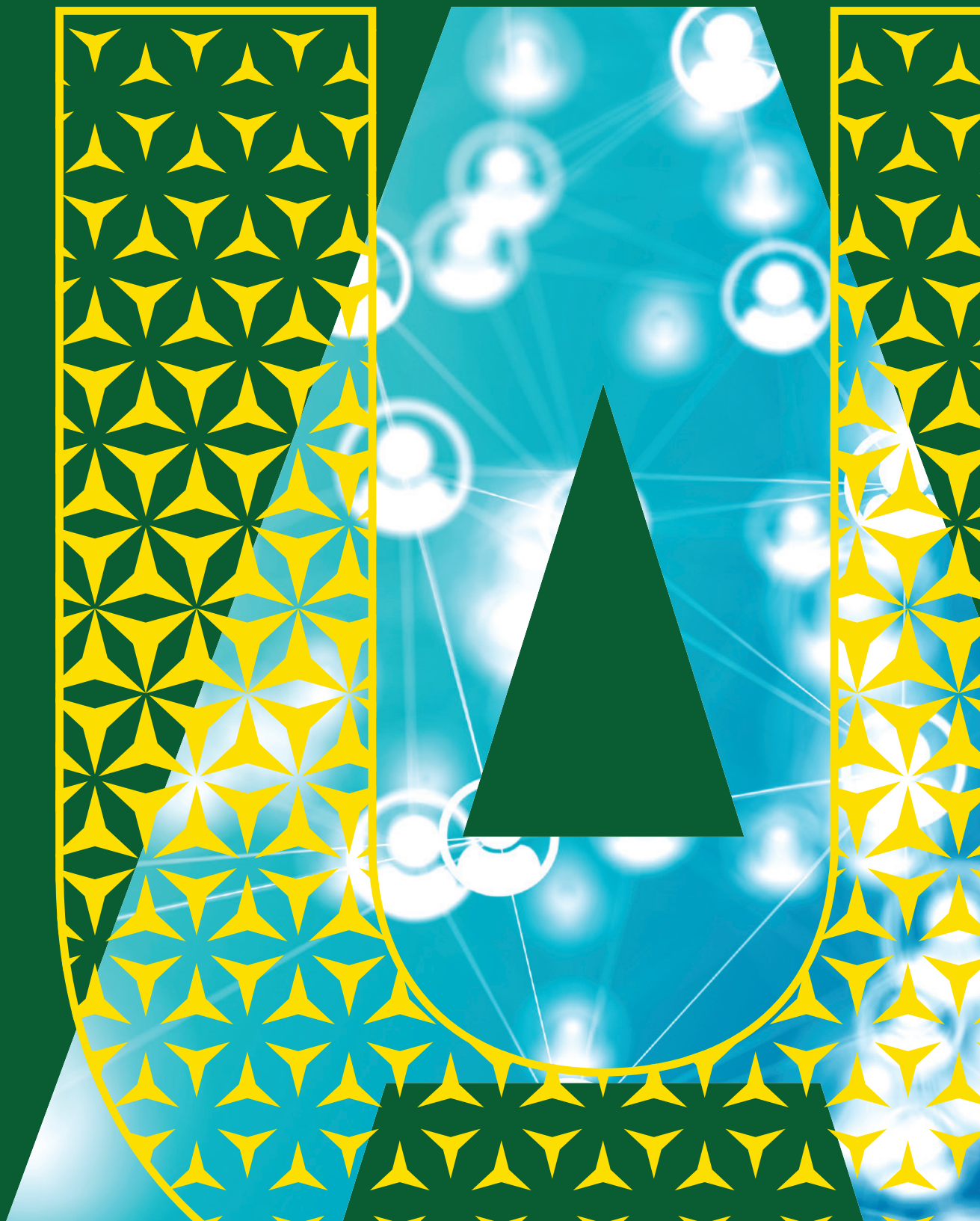
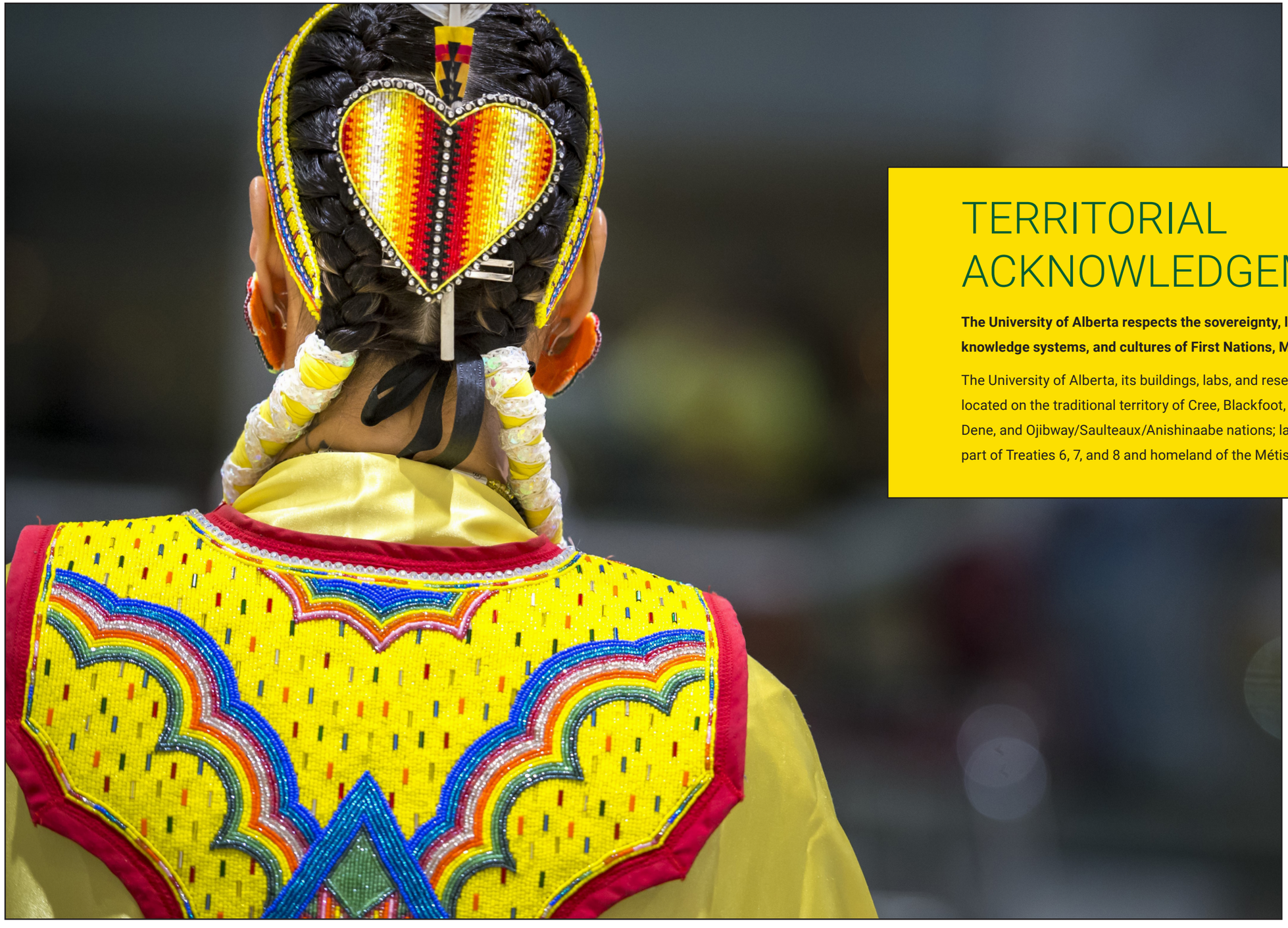
UNIVERSITY OF ALBERTA

Create. Lead. Inspire.



LEARNING CURRICULUM VIEWBOOK 2023-2024

Organizational Development | Human Resources, Health, Safety and Environment



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.

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WE ARE **Leading with Purpose**

At the University of Alberta, we strive to inspire and ignite positive change through learning, discovery, and citizenship. We are committed to questioning the status quo, driving excellence, and most of all to leading with purpose.

In Organizational Development, we believe all employees help move the institution toward these big ambitions. We invest in U of A faculty and staff, building our internal talent with programs that support the university's current and future needs.

Our learning and development framework guides our work and focuses on building the skills, knowledge, and abilities required to address our current challenges, to meet our goals, and to reach for future possibilities. Grounded in the conviction that leadership is not a position but a choice evidenced in behaviours, our learning development framework encourages and supports leadership across the many dimensions of our day to day work. We support and encourage this development at all levels of the institution.

LEARNING CURRICULUM VIEWBOOK 2023-2024

Organizational Development
Human Resources, Health, Safety and Environment

Create. Lead. Inspire.

uab.ca/learndev
org.learning@ualberta.ca

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

Employee Orientation

Service Excellence Education Program

Health and Well-being Education

Environment and Safety Training

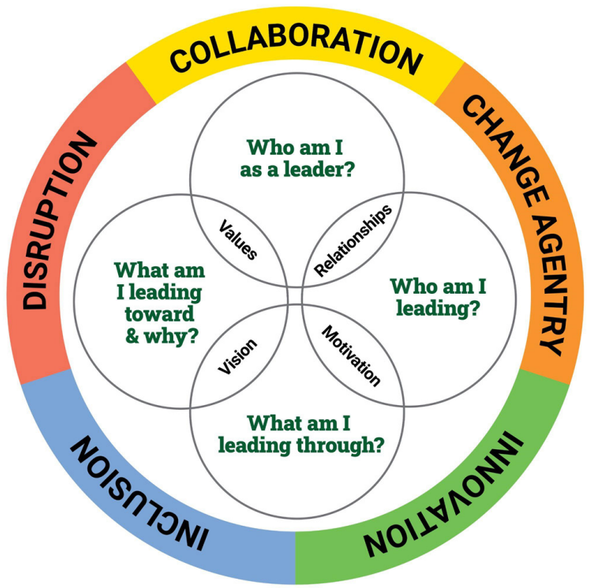
Leadership

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.

OUR LEADERSHIP FRAMEWORK



LEADERSHIP AT ALL LEVELS

As organizations seek to reimagine the future, do more with less and retain talent, leadership is not about a role, position or something you are given. Leadership is a choice. We can choose to lead from any position. We can also choose not to lead despite having a position of great authority. We believe leadership development for employees at all levels of our organization.

Whether you are an individual contributor, a senior executive or somewhere in between, if you are committed to engaging others in the exploration and treading of better paths, we have leadership training for you.

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

Leading Laterally
Focus: Leading peers and leading “upwards”
Designed for: All faculty and staff

Coming Soon

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

Leading Leaders
Focus: Leading a team of people who are, in turn, leading teams of their own
Designed for: Faculty and staff who supervise supervisors

Coming Soon

Leading Others Microtrainer Program
Focus: Certifying participants to train others in Leading Others topics
Designed for: Alumni of Leading Others

Coming Fall Term 2023

LEADING OTHERS

Leading Others 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 earn 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: TWO one-hour individualized coaching sessions 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.

What people 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

Coming Soon

Leading Others Microtrainer Program

The **Leading Others Microtrainer 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 microtrainer will prepare to deliver sessions to their team, unit, and colleagues across the campus.

In this two day program, you will learn about the foundations of adult learning, review a suite of short workshops you will be certified to deliver, and practice leading and facilitating the sessions by delivering a microlearning session. Upon completion of the program, you will receive access to all the necessary resources needed to lead and deliver workshops on **Leading Others** topics. **Coming Fall Term 2023**

Leading Laterally

Leading Laterally is not about a position. When we use the term lateral leadership, we are referring to leading without formal authority. Lateral leaders 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 — but they have no formal, managerial authority over the people they are leading. Faculty and staff with supervisory responsibilities may also lead laterally, with their colleagues and peers.

The program will be open to all university faculty and staff. It will help participants to effectively move in and out of informal leadership roles, to mobilize colleagues toward a common goal and to influence others while maintaining collegial relationships. **Coming Winter Term 2024**

Leading Leaders

Leading Leaders helps senior managers to navigate complex organizational, political, social, economic and health environments so that they can effectively advance strategic initiatives, shape institutional culture and build inclusive systems.

More details to come. When additional information is released, it will be advertised in the Working at the U newsletter.

Management

At the University of Alberta we seek out challenges so we can create change. We collaborate and integrate. 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, statutory and legislative context. 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 meet their role-specific objectives and build aligned, collaborative teams that ensure their team meets their operational goals.

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

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 current and upcoming management programs at uab.ca/uamanage.

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

Management Intensive Microtrainer Program

Focus: Certifying participants to train others in Management Intensive topics
Designed for: Alumni of Management Intensive

Coming Fall Term 2023

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.

What people are saying about Management Intensive:

> **"The value of the activities, the networking with other campus professionals, the fun. 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. I'm so happy that the U of A provides this development so we have good leaders and managers on our teams."**
>
> ALISON EXNER, ACTING MANAGER
> RESIDENCE LIFE AND EDUCATION
> FACILITIES AND OPERATIONS

Coming Soon

Management Intensive Microtrainer Program

The **Management Intensive Microtrainer 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 for their team, unit, and colleagues across the campus. In this two day program, you will learn about the foundations of adult learning, review a suite of short workshops you will be certified to deliver, and practice leading and facilitating the sessions by delivering a microlearning session. Upon completion of the program, you will receive access to all the necessary resources needed to lead and deliver workshops on Management Intensive topics. **Coming Fall Term 2023**

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.

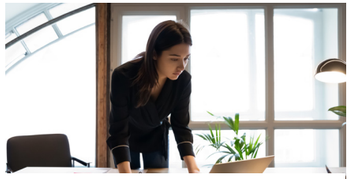
Whether you are in an academic or administrative role, work in a research lab, or in facilities and operations, every employee at the University of Alberta shares in driving this vision forward. Building and deepening our workplace skills will help us address the challenges we face and move us towards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

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

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

Workplace Skills Microtrainer Program

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

Coming Fall Term 2023

What people are saying about Workshop Skills:

> **"I've attended four workshops now from Dec. - Mar. and have seen benefit from all of them! I've been able to sharpen my skills, get connected with others across campus and feel less isolated/more supported in my role, learn tools that have helped my productivity, (like the pomodoro timer, having self-compassion in a hybrid workplace, and asking for what I need) and improved my confidence and mindset."**
>
> ANGELA PENNY
> PROGRAM COORDINATOR
> PETER LOUGHEED LEADERSHIP COLLEGE

Coming Soon

Workplace Skills Microtrainer Program

The **Workplace Skills Microtrainer 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 for their team, unit, and colleagues across the campus. In this two day program, you will learn about the foundations of adult learning, review the microlearning content you will be certified to deliver, and practice leading and facilitating the session by delivering a microlearning session. Upon completion of the program, you will receive access to all the necessary resources needed to lead and deliver workshops on Workplace Skills microlearning topics. **Coming Fall Term 2023**

DIMENSION 1: WORKING WITH OTHERS

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.

Workshops

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.

DIMENSION 2: COMMUNICATION

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.

Workshop

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

DIMENSION 3: PERSONAL EFFECTIVENESS

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.

Workshop

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.

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.

The session will begin with an examination of your personal response to change. What does it feel like when you are presented with a change? We will then look at why we may resist change and how it may be tied to uncertainty, loss, and fear. You will learn to understand why you and others may have difficulty letting go of "what you have" when faced with something new. We will then explore the stages of the change transition - the period of time when you begin to move from the now to the future on a path that could be clear or murky.

At the end of this workshop, you will have the opportunity to understand the role and identify the successful behaviours of change agents. **Coming Fall Term 2023**

Coming Soon

Finding Your Path: Engagement and Career Development in Large Organizations

Finding Your Path is for staff interested in exploring concepts of work engagement and satisfaction within the context of a large complex organization, as well as the practical skills needed in career development. In the first section, you will engage in self-reflection and strategize ways to enhance mastery, purpose, autonomy, connection, impact, and resilience in your work. This may include setting and achieving challenging goals, aligning personal values with work, and fostering positive relationships to make a meaningful difference and build resilience in your roles.

The second part of the workshop will focus on practical skills essential for career growth and change. You will learn techniques for tailoring work search-related documents, optimizing formatting and content to match current standards and create effective narratives. There will also be a focus on preparing for job interviews. Constructive feedback, guidance, and practice will be built in, to help you further refine your skills and develop a comprehensive action plan tailored to your career goals and the specific context of the educational organization.

By the end of the workshop, you will identify specific actions that can increase engagement and satisfaction, using the tools and techniques explored and applied during the session. You will also gain practical knowledge and skills to assist in career development within the unique context of a large educational organization.

LEARNING OUTCOMES

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

- Define mastery, purpose, autonomy, connection, impact, resilience, and their importance in work engagement.
- Reflect on personal values and align these with work for purpose, motivation, and job satisfaction.
- Discuss the importance of connection, social support, and positive relationships in the workplace.
- Outline impact and strategies for meaningful contribution to enhance job satisfaction and engagement.
- Learn how to craft an effective resume through formatting, content, and demonstrating qualifications effectively.
- Develop effective communication skills for interviews, including storytelling techniques.
- Receive feedback and devise a plan for resume improvement and interview skills development.

Coming Winter Term 2024

DIMENSION 4: PROBLEM SOLVING AND INNOVATION

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.

Workshop

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.

DIMENSION 5: PROCESS EXCELLENCE

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.

Workshop

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

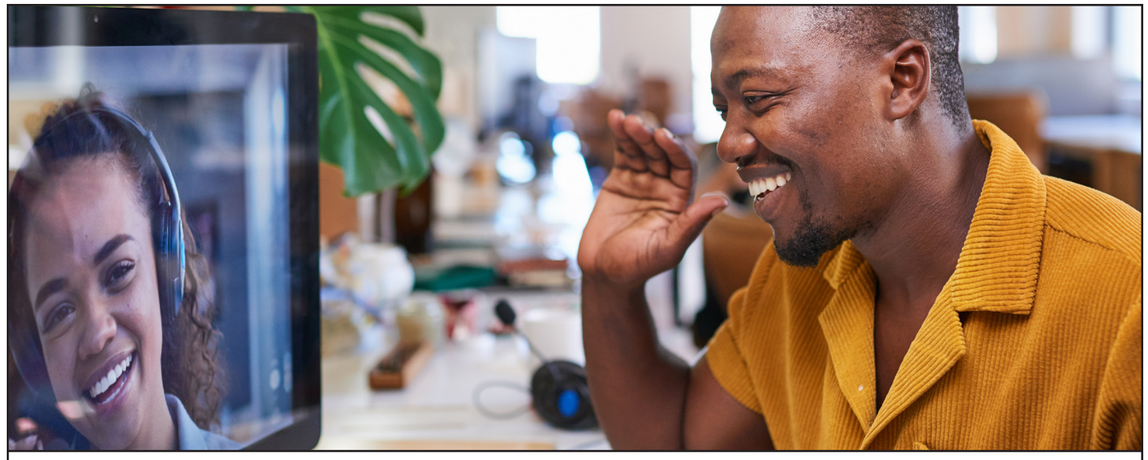
By the end of this workshop you will be able to:

- 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.



DIMENSION 6: HYBRID WORKPLACE

WORKPLACE SKILLS

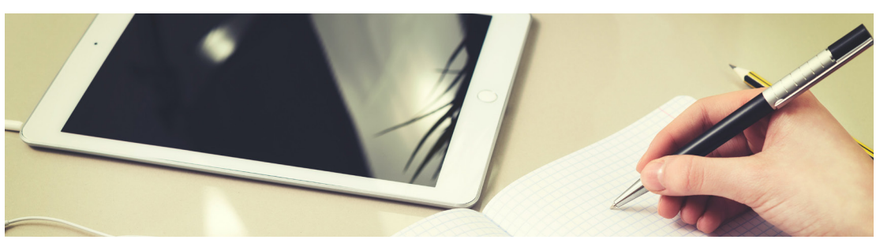
At the U of A we recognize that the world of work has undergone significant change over the last two years and traditional approaches to the workplace have been challenged.

The Work From Home (WFH) Program offers employees greater flexibility, work-life balance, and control over where and how they do their best work.

Leaders, teams, and individual contributors need to rethink how and where work is done to ensure the benefits of the hybrid work model can be fully realized while also meeting operational and strategic goals.

Hybrid work means we:

- Build, leverage, and translate workplace skills into the hybrid context.
- Challenge our own biases to mitigate harmful or discriminatory practices and policies, and to make sound decisions.
- Create clear boundaries between work and home.
- Communicate expectations.
- Establish ways of working that recognize personal preferences and are inclusive.
- Demonstrate emotional intelligence in how interact with one another and manage relationships.



Virtual Workshops

Leading Hybrid Teams: Doing Hybrid Well

While hybrid work is not new, the global pandemic ignited unprecedented interest in the approach. For many teams at the University of Alberta, hybrid work has replaced the traditional work model. While the hybrid workplace is full of opportunities to increase your team's effectiveness, collaboration, and well-being, it also requires a thoughtful approach to realize these benefits.

This workshop will provide you with the foundational knowledge, tools, and strategies required to set up and lead an effective hybrid team. Using your operational context as a jumping off point, you will consider how to co-create team norms and strategies that will support operational goals, team effectiveness, and employee success.

LEARNING OUTCOMES

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

- Explain some of the benefits and challenges of hybrid teams.
- Describe six principles to be considered when designing your hybrid team.
- Describe the three components of the hybrid leader mindset and the key competencies leadership need to leverage.
- Initiate the design of your hybrid team through critical reflection.
- Discuss leadership strategies supporting effective and productive hybrid teams.
- Identify promising practices for performance development in a hybrid workplace.

Thriving as a Team Member in the Hybrid Workplace

Great teams don't just happen. They are the result of individual team members demonstrating intentional practices, the effective use of key competencies, and a shared mindset. But what does it mean to be a great team member in the hybrid workplace?

This workshop will provide foundational knowledge of the elements of effective teams and will offer you strategies and best practices that will help you co-create an effective hybrid team where you can thrive.

LEARNING OUTCOMES

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

- Develop strategies to ask for what you need in order to be successful in a hybrid team.
- Explain the natural stages of team/group development and reflect on your own context.
- Describe how empathy and self-compassion can support you and your team's success.
- Identify tools and strategies to help you manage your day in the hybrid context.
- Identify promising practices for performance development in a hybrid workplace.

Psychological Safety in Hybrid Teams

There is a mistaken belief that psychological safety in the workplace is simply about "being nice" to each other or feeling good. In fact, psychological safety is really about enabling high performance through "a belief that one will not be punished or humiliated for speaking up with ideas, questions, concerns, or mistakes."

Within the hybrid context teams have limited in-person contact with one another as compared to traditional work models. This can pose challenges for creating psychological safety. This workshop will introduce you to fundamentals of psychological safety and explore its relationship to motivation, accountability, and team effectiveness.

LEARNING OUTCOMES

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

- Describe the fundamentals of psychological safety.
- Explain the connection between psychological safety and motivation/accountability.
- Identify the four domains of psychological safety and assess your current level of safety.
- Discuss ways to increase psychological safety for yourself and others.

Building Trust in a Hybrid Workplace

Trust happens between two people, or between people and a process, institution, operation, etc. Psychological safety just is—you feel the safety or the ability to be vulnerable or you don't. Yet they have a dynamic relationship and one can't happen without the other. Trust is earned one conversation at a time.

In this workshop, you will learn about the four distinctions of trust, characteristics of trust in a hybrid workplace, what causes trust to break down and what we can do to increase trust in a hybrid workplace.

LEARNING OUTCOMES

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

- Examine how trust is developed/supported differently in a hybrid workplace.
- List characteristics of trustworthy teams.
- Define three ways we trust others.
- Explain a practical four-component framework to analyze trust.
- Outline the enemies of trust.
- Brainstorm ways to increase trust in a virtual environment through communication, meeting protocol, etc.

Managing Change in the Hybrid Workplace

It has often been said that change is the only constant. We've all experienced a lot of personal and professional change related to our organizational transformation and restructuring, remote work, and the pandemic. The implementation of the Work From Home Program brings yet more change as teams and individual contributors transition to a hybrid work model.

During this workshop, you will be introduced to a model that will help you understand how change impacts people and will provide a snapshot of how you are feeling about the changes you are experiencing. This model will also give you a framework for thinking about how to support yourself and others (informally or formally) throughout the change.

LEARNING OUTCOMES

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

- Explain how the field of neuroscience impacts how we lead ourselves and others through change.
- Identify strategies for adapting to changing conditions, such as working on or leading a hybrid team.
- Describe ways to manage our own healthy perspectives regarding change to support others.
- Outline the natural stages of change that people experience.

5Cs of Connected Hybrid Teams

Communicating within teams is challenging at best. Within hybrid teams it can be even more challenging. Thinking about how to align team members around a clear vision and picture of the work to be done, communicating clear roles, responsibilities and accountabilities are particularly important in hybrid teams to avoid a team climate of blame.

Ensuring team members are focused on the outcomes, building strong connections and being inclusive, despite these challenges is key. This workshop will equip you with a practical five-step framework to support positive team dynamics.

LEARNING OUTCOMES

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

- Explore the learning dynamics that occur in hybrid teams that either support team member motivation and accountability or take it away.
- Describe a practical five-step framework for team alignment, strategic thinking, decision-making and delegation.
- Practice the 5C model by coming to the session with a specific communication you'd like to practice working on.
- Identify components of healthy team communication to include all voices regardless of where the team member is located or how they are participating.

Virtual Workshops

Facilitated Problem Solving in a Hybrid Work Environment

Encouraging input and creative buy-in from all team members can be challenging, especially during times of change. The added complexity of hybrid work environments means that leaders need to find new ways to engage their team in problem-solving and creative idea generation.

In this interactive workshop you will learn about tools to help encourage feedback and facilitate effective collaborative conversations, while having some fun.

LEARNING OUTCOMES

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

- Practice a creative facilitation tool to encourage sharing of diverse opinions and ideas.
- Build strategies to ensure that all voices are heard regardless of location.
- Develop strategies to gather feedback from all team members and foster better decisions.

Coaching in a Hybrid Workplace

Coaching and mentoring team members has become more challenging in a hybrid world. Effective leaders recognize that the traditional approach of command and control leadership limits a team's ability to be innovative and collaborative. But how do you best support your team? Whether the coaching your team needs is related to skill development, enhanced performance or professional development, the hybrid context can make it difficult to know who needs more or less of your time.

Coaching requires the skills of deep listening, asking good questions, giving and receiving feedback and psychological safety. In this workshop, you'll learn a simple, yet powerful coaching model to set you and your team up for success.

LEARNING OUTCOMES

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

- Describe the coaching model and how it differs from counseling, mentoring, and consulting.
- Describe the three different types of coaching.
- Explain a practical coaching model.
- Practice coaching in a safe environment.
- Explore strategies for positive and constructive feedback.

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

Faculty and 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

Starting Strong: Orientation for Supervisors Onboarding Employees

Focus: Orientation to the U of A Onboarding program including tools and resources
Designed for: Supervisors onboarding new employees

Coming July 2023

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 on-boarding 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.

Faculty and 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.

Starting Strong: Orientation for Supervisors Onboarding Employees

Did you know that employee turnover can be as much as 50% in the first 18 months of employment (Gallup). At the U of A, we have heard that there is a need for an improved onboarding experience across faculties and units to support higher retention and job satisfaction. The U of A Onboarding Program is an institutional process that bridges employee success during the first 90 days and complements unit onboarding activities.

The program is focused on the supervisor and employee experience. It is designed to help supervisors foster employee performance and to create a consistent and coherent onboarding experience that helps new employees become fully immersed into their role, their team, and the broader organization.

Supervisors lead the onboarding process and play the most important role in an employee's onboarding journey. The degree of supervisor support felt by new employees impacts role clarity, job satisfaction, retention, and engagement. In this interactive session you learn about the roles and responsibilities associated with onboarding. You will engage with the tools and resources that support supervisors and encourage employee accountability and performance.

LEARNING OUTCOMES

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

- Describe the roles and responsibilities of those leading and supporting onboarding at the U of A.
- Identify and locate onboarding resources and tools.
- List the key steps in onboarding a new employee.
- Describe employee onboarding programming and how it supports supervisors.
- Explain the performance development process and how it connects to employee onboarding.
- Summarize the components of a 90 day plan and draft a plan for a new employee.
- Discuss how 1:1 conversations support onboarding and outline the 10-10-10 format.
- Outline feedback fundamentals for employee success.

Service Excellence Education Program

At the U of A we know that service excellence is a shared commitment to continuous improvement. It is about the way we serve colleagues, students and external stakeholders, and it means consistently meeting and exceeding the needs of our diverse community.

The Service Excellence Education (SEE) program reinforces our commitment to service culture at the U of A through continuous improvement. This revitalized educational approach improves upon the original Service Excellence Training Program (SETP) implemented in 2021/2022. This new iteration grounds service excellence education within the U of A context and supports diverse and evolving needs of staff and faculty.

SEE is a multi-tier program that helps individual contributors, teams, and supervisors build their knowledge, skills, and behaviours in service excellence delivery. It takes participants on a journey that establishes foundational knowledge in principles and corresponding competencies, builds skills, and identifies personal behavioural goals that support service culture and positive workplace behaviours.

Learn more about our current and upcoming excellence service education at uab.ca/uasee.

Tier 1: Foundations
Focus: Self-paced, online orientation service excellence
Designed for: All staff in service facing roles

Tier 2: Focus + Deepen
Focus: Deepen the understanding of how teams can apply a human-centered framework toward improving service.
Designed for: Individuals or teams who have completed Foundations

Coming Fall Term 2023

Tier 3: Supervising for Service Excellence
Focus: Build skills to support employee service development and excellence
Designed for: Supervisors who have completed Foundations and Focus and Deepen

Coming Winter Term 2024

Tier 1: Foundations

Foundations is the entry point for all learners and it is the prerequisite to all other streams in the program. Focusing on developing a common language, Foundations lays the groundwork for a deeper dive into skill and behavioural development related to service excellence.
In this asynchronous, self-paced online course, participants develop knowledge in service principles and complete a self-assessment about the competencies required for service excellence. At the completion of the course, participants test their knowledge of service principles and reflect on their current service excellence competencies with the Service Excellence Self-assessment.
Estimated time for completion: Three hours.

LEARNING OUTCOMES

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

- Connect your role to the of campus-wide strategy for service excellence.
- Recognize a S.E.R.V.I.C.E. mindset and he principles of service excellence needed to provide a high standard of service in your role.
- Reflect on the service excellence competencies in order to complete your self-assessment.

Coming Soon

Tier 2: Focus + Deepen

Focus + Deepen offers teams and individuals the opportunity to reflect on service excellence principles, learn a human-centered analysis, and apply this analysis to their own quality improvement initiatives. This learning can be used beyond the session to engage in continuous service improvement.

LEARNING OUTCOMES

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

- Develop observational skills to increase empathy for client experiences.
- Build skills that communicate non-judgmental curiosity.
- Apply quantity driven brainstorming as a practice of innovation.
- Practice using a human centered approach to low risk problems.

Coming Fall Term 2023

Tier 3: Supervising for Service Excellence

Supervising for Service Excellence is designed for managers, supervisors, team leads and those with people leading responsibilities to build service excellence on their team. Supervisors develop the knowledge and skills needed to help employees develop service excellence competencies and to understand how every team member impacts the overall service delivery for the team. This skill development is supported by practical tools that support peer mentorship strategies and for integrating service excellence competencies into the performance development process.

Coming Winter Term 2024

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.

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.

The learning framework is designed to help you feel:

- Safe and secure protected from non-physical as well as physical harm that includes harassment, injury, discrimination, and bullying.
- Encouraged to develop social networks and relationships of support to experience a sense of belonging.
- Supported to have a sense of control and autonomy in establishing what constitutes harmony in a life that includes work.
- Cared about and that your work has significance to the organization as a whole.

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

Mental Health First Aid

Focus: Identify and support someone experiencing a mental health decline or crisis
Designed for: All faculty and staff

Integrated Awareness and Well-being

Focus: Explore personal path to happiness and wisdom.
Designed for: All faculty and staff

Coming Fall Term 2023

Applied Suicide Intervention Training (ASIST)

Focus: Recognize an individual with suicidal thoughts and support their safety
Designed for: All faculty and staff*

*Not recommended for individuals who have had a recent suicide loss.

Managers for Mental Health Training

Focus: Identify leadership opportunities to support mental well-being
Designed for: Faculty and staff with formal supervisory responsibilities

Coming Winter Term 2024

Workshops & Courses

Mental Health First Aid - Standard (Self-pace & Virtual Classroom)

Mental Health First Aid (MHFA) is the support provided to a person who may be experiencing a decline in their mental well-being or to support someone experiencing a mental well-being decline or mental health crisis.

This nine-hour course occurs over three modules that combine self-directed and online learning (Module 1) and virtual classroom sessions (Modules 2 and 3). Module 1 (two hours) must be completed before participating in Module 2 and 3. Upon registration, you will receive an email with a user-specific code that will allow you to access an electronic version of the MHFA Participant Reference Guide that outlines MHFA actions for developing mental health and substance use problems, and mental health and substance use crises.

LEARNING OUTCOMES

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

- Recognize signs that a person may be experiencing a decline in their mental well-being or a mental health crisis.
- Practice respectful conversations that encourage a person to talk about decline in their mental well-being, discuss and engage with supports, and maintain one's own mental well-being.
- Assist in a mental health or substance use crisis situations.

Applied Suicide Intervention Skills Training (ASIST)

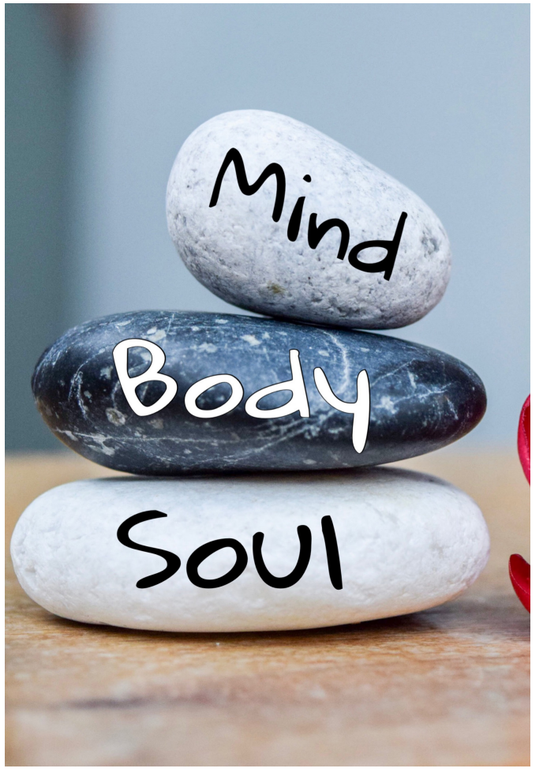
ASIST is a two-day, in-person interactive workshop in suicide first aid. It teaches participants to recognize when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety.

LEARNING OUTCOMES

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

- Recognize that caregivers and people are affected by personal and societal attitudes about suicide.
- Provide life-assisting guidance, in a flexible manner, to a person contemplating suicide.
- Identify what needs to be in a safety plan to support a person contemplating suicide.
- 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.

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



Coming Soon

Integrated Awareness + Well-being

This day-long, in-person workshop explores your personal path to happiness and wisdom by building awareness of how we respond to, adapt, and integrate information in changing contexts.

LEARNING OUTCOMES

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

- Distinguish between biomedical and psychosocial approaches to mental well-being.
- Identify the stages of adult development.
- Conceptualize who you are as a whole-person that is, a perfect blending of a conscious, adaptive, biological being.
- Apply strategies that prompt and promote continual personal discoveries.

Coming Fall Term 2023

Managers for Mental Health Training

Leaders at the University of Alberta recognize that mental well-being is an important contributor to workplace productivity, success, and job satisfaction. Factors in the workplace that can support this recognition include caring professional relationships, clear feedback and instructions, positive feedback and life-work balance. This is a full-day, in-person course that supplements both the Management Intensive Training and the We Care Toolkit - Managers for Mental Well-being.

LEARNING OUTCOMES

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

- Identify leadership opportunities to support mental well-being.
- Analyze case scenarios to prompt use of the We Care Toolkit.
- Create a personalized set of guiding principles that will inform your leadership toward mental well-being.

Coming Winter Term 2024

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.

We offer mandatory safety training and an extensive training library of online environment and safety courses for staff. WHMIS, Guide to Helping Individuals at Risk, Hazardous Waste Management, Defensive Driving, Bear Awareness and Laboratory and Chemical Safety are just a few examples of the wide ranging courses on environment and safety training available to U of A employees.

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

Supervisor Professional Development

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

Supervising Safely, our new updated course is coming June 2023

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

Updated course coming June 2023

Sexual Violence Prevention

Focus: Prevention of sexual violence
Designed for: All employees

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.

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.

Updated course coming June 2023

Supervisor Professional Development

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.

Supervising Safely, our new updated course is coming June 2023

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.

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