LearningElite
2023 BRONZE
Organizational
Development, Human
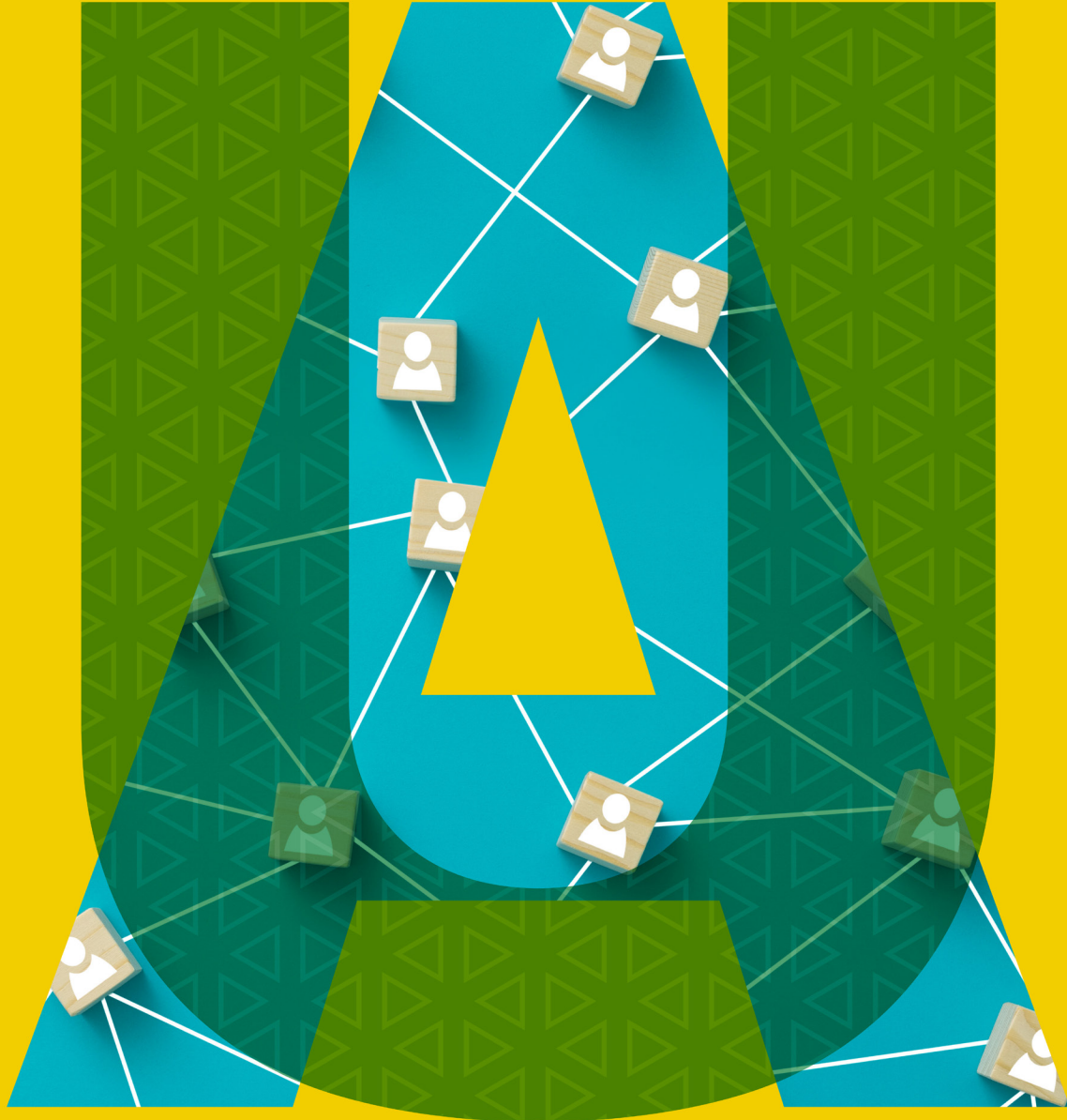Resources, Health
Safety and Environment,
University of Alberta

BUILDING LEADERS
BUILDING A COMMUNITY OF LEARNING

ORGANIZATIONAL DEVELOPMENT | YEARBOOK FISCAL 2023-2024

Create. Lead. Inspire. | Leading with Purpose

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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FOREWORD

Jane Xu
Director, Organizational Development and Talent Management | Human Resources, Health, Safety and Environment | University of Alberta

The Organizational Development (OD) team had an exceptional year in 2023/2024, marked by significant accomplishments. The team's dedication to fostering leadership, promoting professional development, and aligning with strategic goals has culminated in several notable achievements.

In a testament to its outstanding performance and innovative approaches, the OD team was honored with the prestigious 2023 LearningElite Award. This accolade is particularly significant as the team was the sole winner in the post-secondary education sector in Canada. The LearningElite Award recognizes organizations that demonstrate excellence in learning and development, underscoring the OD team's commitment to creating impactful and sustainable educational programs.

One of the cornerstones of the OD team's success has been the creation and implementation of the "Building Leaders. Building a Community of Learning" strategy. This initiative is designed to develop leadership skills across all levels of the organization while fostering a culture of connecting learners and supporting them to grow and transform. The strategy includes a comprehensive suite of programs and resources as well as community-building efforts that ensure employees are well-equipped and connected to meet the challenges of the evolving landscape.

The OD team has also played a pivotal role in supporting the new strategic plan, known as Shape. By aligning their initiatives with Shape, the OD team has ensured that their efforts are directly contributing to the overarching goals of the institution and placing people at the center. This alignment has been critical in creating a cohesive approach to professional and leadership development that is both strategic and impactful.

Through these efforts, the OD team has not only supported individual growth but has also contributed to the collective advancement of the organization. We are proud and excited to share more success stories in this Yearbook. We invite you to join us on this journey of growth and excellence.

AN AWARD WINNING TEAM

2023 BRONZE

LearningElite
Organizational Development, Human Resources, Health Safety and Environment, University of Alberta

In 2023, Organizational Development (OD) received the LearningElite Award from Chief Learning Officer (CLO). The University of Alberta is the only post-secondary institution in Canada to receive this award. This peer-reviewed ranking honors organizations with outstanding learning and development strategies that achieve significant business outcomes. CLO evaluates organizations based on best practices across five dimensions where OD stood out:

Learning Strategy

Leadership Commitment

Learning Execution

Learning Impact

Business Performance Results

" This organization has a comprehensive learning and development program that is well-situated among the LearningElite.

" You have a dedicated staff that is willing and able to produce learning content to satisfy the needs of the larger university. The ability to track the data and present it in a way to underscore the learning effort is impressive. This is especially impressive considering the number of solutions that are used to enroll participants, process records, deliver training, and record completions. The variety and types of delivery formats are in line with current standards.

" [Y]our practice of co-construction "with" not "for" is excellent- it creates champions of your programs and most importantly speaks directly to the critical needs and strategic development of your learners.

" The integration and transfer of the learning into the 90-day plan is a tactic I've not seen before. This helps reinforce the learning and ensure it is not once and done as so many events are viewed.

ORGANIZATIONAL DEVELOPMENT

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.

From left to right: Lynn Yang, MA, MEd, Program Coordination | **Kathleen Danser**, PhD, Consultant, Learning | **Lisa Lozanski**, MAdEd, Senior Consultant and Leadership Lead | **Wayne Po**, MA, Consultant, Strategic Projects | **Jane Xu**, BA, Director | **Carrie Malloy**, MEd, Senior Consultant and Learning Lead | **Tyree McCrackin**, MA, Consultant, Learning and Leadership | **Linda Hui**, BEd, eLearning Specialist

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 Self Leadership
- Trainer for Situational Leadership II
- Licensed Facilitator for The Coaching Clinic®

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 participants 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.

01

eLearning Courses

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

02

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.

03

Programs

Multi-day, cohort-based learning that includes pre-work prior to the program and completion of assignments between sessions. Programs are offered in person 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 homework, balance depth of knowledge and skill development.

04

Processes and Tools

Comprehensive toolboxes with templates, guides, assessments, and processes to streamline talent and career development.

800
Learning Sessions

25,000
Learners

89%
Overall Promoter
Score for
Synchronous
Learning
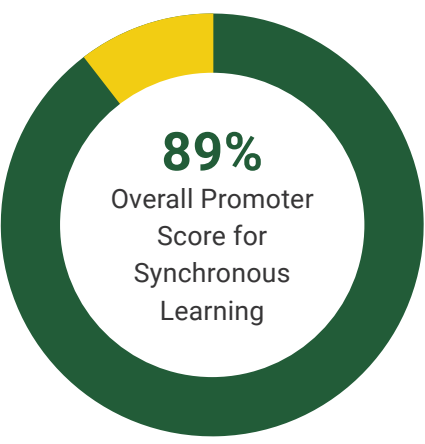
IMPACT

PEOPLE ARE AT THE HEART OF WHAT WE DO

In line with the University of Alberta's Strategic Plan, Shape, HRHSE is dedicated to nurturing the growth and potential of the University of Alberta's employees through strategic investment in their development. Organizational Development (OD) is crucial in fulfilling this commitment.

The U of A's OD team emphasizes collaboration, partnership, and leading by example. We ensure that all OD programs are relevant, timely, and responsive, focusing on the practical transfer of knowledge and skills to everyday work scenarios. These programs, workshops, and on-demand learning opportunities aim to enhance personal effectiveness, accountability, and growth by developing essential knowledge, skills, behaviors, and mindsets.

With a mindset of "designed with" rather than "designed for," the OD team fosters a collaborative approach that supports purposeful programming. All programs are crafted with the learner at the centre, ensuring a continuous feedback loop between learners and the OD team for ongoing improvement.

THE 2023-2024 YEAR AT A GLANCE

BUILDING LEADERS

PROGRAMMING

7 critical skill categories: Leadership, Management, Workplace Skills, Health & Wellbeing, Practitioner Programs, Employee Orientation, Environment + Safety Training

Delivered 800 learning sessions

PILOTED

New leadership program: Leading with Influence

Workplace Skills workshop: Navigating Change

LAUNCHED

2 new Workplace Skills workshops: Vision in Action: Strategic Thinking + Planning and Finding Your Path: Career Explorations and Strategies

2 new Health + Well-being workshops: Recognize, Rest, Reset and Starting the Conversation: Introduction to Mental Well-being

DEVELOPED

3 Practitioner Programs for teams: Design Thinking, Change Management, Strategic Planning

BUILDING A COMMUNITY OF LEARNING

Engaged **25,000** learners

Launched **3** Peer-to-Peer Programs (internal trainer certification program)

17 participants attended Peer-2-Peer training and expected to become certified facilitators in 2024
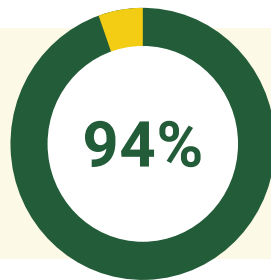
6 alumni events organized with **106** learners connected

PROMOTER SCORES

LEADING with **influence**

100%

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

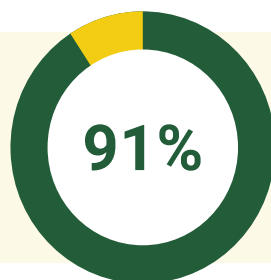**LEADING OTHERS**

94%

94% agree or strongly agree that they are likely to recommend the Leading Others program.

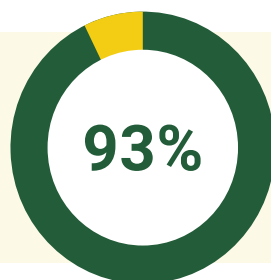**management intensive**

100%

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

WORKPLACE SKILLS

91%

91% agree or strongly agree that they are likely to recommend the Workplace Skills programming.

We Care Health & Well-being

93%

93% agree or strongly agree that they are likely to recommend the Health + Well-being programming.
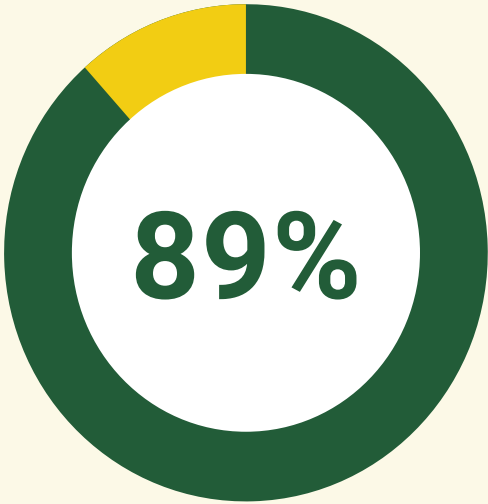
90 DAY EVALUATIONS

90-DAY BEHAVIOUR INDEX

LEADING OTHERS

100%

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

management Intensive

89%

89% of learners agree or strongly agree that they have used what they learned in Management Intensive to change their management practice.

BUILDING LEADERS

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.
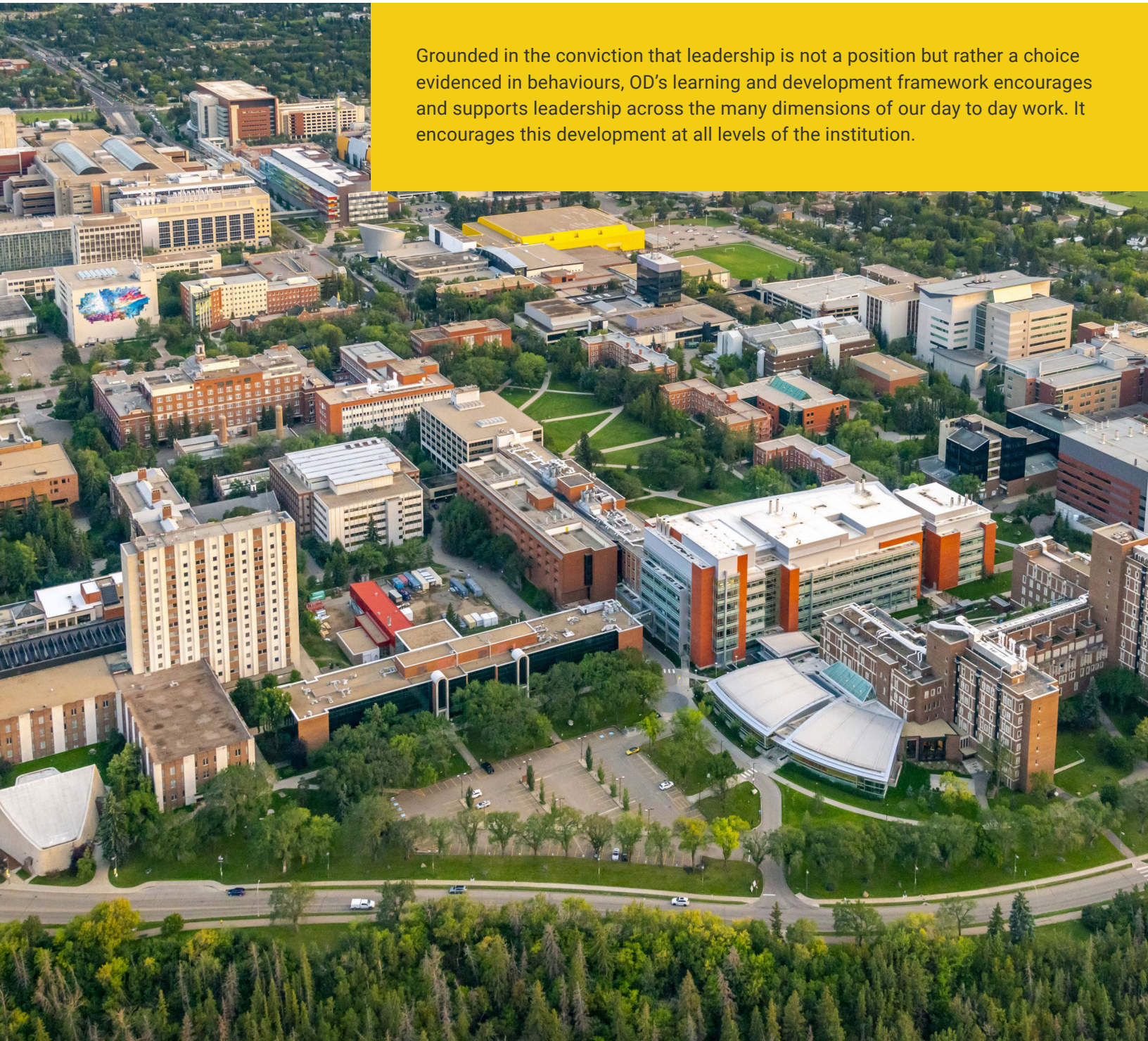
01 LEADERSHIP PROGRAMS

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 TALENT DEVELOPMENT 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 Talent Development 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.

BUILDING A COMMUNITY OF LEARNING

CONNECT

- Engaged over 25,000 learners in 800+ sessions last year.
- Conducted 90-day evaluations for cohort-based programs to assess the long-term impact of training.
- Hosted 6 gatherings for 106 alumni learners to connect
- Featured keynote speaker Marvin Washington for alumni to network with campus leaders.

CO-CREATE

- Co-created programs with learners, using best practices, a robust framework, focus groups, individual interviews, and surveys to ensure alignment with campus learning needs.
- For the Leading with Influence (LWI) program, input from 172 faculty and staff clarified the learning needs of informal leaders at UA.

COLLABORATE

- Collaborated with six teams, including the Finance Partners and the Registrar's Office to assess their learning and development requirements and deliver programming to meet their needs.

TRANSFORM

- 3 Peer-2-Peer (P2P) Programs were delivered to 17 alumni learners to enable them to become internal trainers.
- 15x 45-90 minute Wandering Workshops were developed for certified internal trainers to reach teams, units, and colleagues across campus, spreading leadership mindsets and skills to drive a learning culture.

2023-2024 ACCOMPLISHMENTS

Over the past year, OD has achieved several milestones. We integrated the new UA Strategic Plan, Shape, emphasizing our commitment to prioritizing people at the core of our initiatives. Our efforts expanded the array of professional development workshops and programs available, meeting the evolving needs of our community. We introduced the Health + Well-being portfolio into our curriculum, significantly enhancing our workshop offerings. By focusing on practical challenges and facilitating guided solutions, we fostered the growth and development of teams across campus. Additionally, we strengthened our campus network by actively involving the community in co-creating their learning opportunities, ensuring relevance and impact in every initiative.

PROGRAM DELIVERY

Learning Modality	Total number of sessions	Total number of learners	Total number of learning hours	Recommendations (Promoter score)
Synchronous	119	1,917	15,447	89%
Asynchronous	682	23,084	79,936	Not available

LEADING with influence

| Number of cohorts	Number of class sessions per cohort	Total learners for all cohorts	Total number of learning hours for all learners
1	6*	30	1,267*

> ❝ **Leadership … doesn't need a title … no matter who we are, what role we play, leadership competencies are actually important for everyday living.**
>
> **Verna Yiu, Provost, Verna's Vlog, April 27, 2023**

This year, Organizational Development (OD) launched the Leading with Influence, a leadership development program for all interested faculty and staff. The program reflects the institution's belief that leadership is an activity, not a position, and that informal leaders are critical drivers of collaboration and innovation. With a focus on informal leadership, this program is the first of its kind at the University and unique among leadership programs more generally.

Interest in the program was robust, with more than double the number of applicants to spaces available. After undergoing a collaborative, iterative design process with pilot participants, Leading with Influence will be offered again in fall 2024 and spring 2025.

*This program is 7 days. The final session for this cohort will be reported in the next fiscal year.
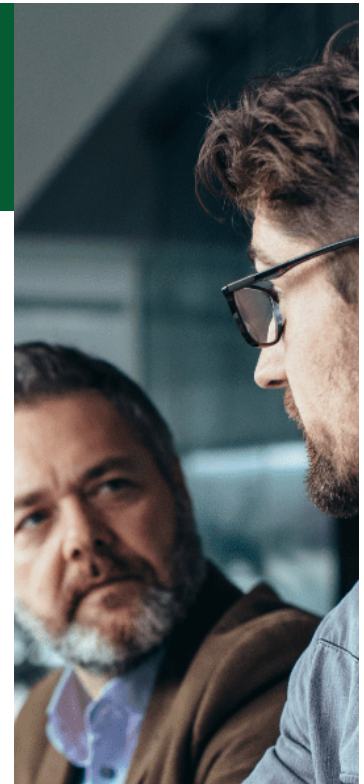
Leading with Influence helps employees to exercise informal leadership and co-elevate with colleagues to improve their work and place of work. In it, participants learn to move in and out of informal leadership roles, mobilize others towards a common goal, and influence colleagues while maintaining collegial relationships.

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

Kieran Ramnarine, Experiential Learning Coordinator, Faculty of Engineering

LEADING OTHERS

Number of cohorts	Number of class sessions per cohort	Total learners for all cohorts	Total number of learning hours for all learners
4	6*	93	5442

Two campus-wide cohorts and two Facilities and Operations cohorts of Leading Others were offered this year. Following the pilot program in the previous year, adaptations were made to the program based on participant focus groups and evaluations. Leading Others increased to 8 days with each day being themed: relationships, vision & values, motivation, change-agentry, inclusion, innovation, disruption and integration. This intensive program continued to help supervisors to elevate their leadership to a new level by encouraging them to be intentional, curious, collaborative, inclusive, adaptive, empathetic and courageous.

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

Ejofon Ellis-Odjurhe, Coordinator, Residence Community Management, Residence Life

management **intensive**

Number of cohorts	Number of class sessions per cohort	Total learners for all cohorts	Total number of learning hours for all learners
2	4	40	1148

Management Intensive continued to prepare UA supervisors for their administerial duties. In response to feedback from focus groups and evaluations, this program increased to 4 days to incorporate all of the material and resources needed to best support managers in their roles. Management Intensive continues to have a lead facilitator as well as HR Partners and other HRHSE subject matter experts who co-facilitate specific topics, giving learners the opportunity to learn from, and interact with HRHSE's subject matter experts. Management Intensive addresses the operational side of leading people and is a complement to Leading Others.

> " Management Intensive is a comprehensive guide to effective human resource management, which nicely dovetails into the Leading Others course and complementing successful leadership. My key learnings were around UofA policies/procedures, particularly the culture of care, as well as how to use the tools, tips and guides provided during the course to build a harmonious and successful team.
>
> **Rene Dery Research & Innovation Director • Faculty of Agricultural, Life and Environmental Science**

> " As a new manager of a large team, I took away that hiring & onboarding practices are key and that developing a high-functioning team in a hybrid environment is possible, but requires intentional practices. I will put into practice O3's and more regular team meetings as a way to ensure my team feels heard, valued and has needed feedback for improvement.
>
> **Kimberly Nicholas Team Lead- Postgrad OSE • Faculty of Medicine & Dentistry - Surgery Dept**

WORKPLACE SKILLS

Number of sessions	Number of Learners	Total number of learning hours for all learners
19	469	3,168

Workplace Skills workshops continued to be popular, with sessions filling quickly and having long waitlists, despite increasing the number of seats. These day-long sessions on a variety of topic areas identified by learners in a F22/23 needs analysis, focus on practical application that learners can immediately apply in their daily work. This year, two new sessions, Navigating Change and Finding Your Path, were added in response to identified areas of demand.

WORKPLACE SKILLS WORKSHOPS DELIVERED IN F23/24:

- Collaborating in a Complex Environment
- Strategic Conversations
- Communicating with Impact
- Managing Time Authentically
- Vision in Action: Strategic Thinking and Planning
- Mindsets and Skills for Today's Problem Solver
- Leading Hybrid Teams: Doing Hybrid Well
- Finding Your Path: Career Explorations and Strategies *NEW
- Navigating Change *NEW (being re-envisioned in F24/25)

> **The content was applicable and well structured, the facilitator was engaging and kept the focus on hands-on activities that provided focus and integration of the concepts.**

Dinah Bear, Family Navigator/ Administrative Sup, Faculty of Medicine & Dentistry - Pediatrics Dept (Mindsets and Skills for Today's Problem Solvers)

> **[The course] gave me a clear understanding and excellent information exchange to make a concrete plan for the future with both work directions and outside of work.**

Amber Armstrong, Administrative Assistant II, Faculty of Medicine & Dentistry - Office of Research Admin (Finding Your Path: Career Explorations and Strategies)

We ♥ Care
Health & Well-being

Number of sessions	Number of Learners	Total number of learning hours for all learners
16	387	512

> **❝ Participating in Mental Health First Aid and other courses offered by Organizational Development has had an overwhelmingly positive impact on my personal and professional life. These courses have helped me gain confidence in supporting others, from current students to colleagues to friends, and have also helped me to recognize the importance of my own well-being. I would recommend these courses to anyone looking to gain tangible skills in supporting others, as well as themselves.**
>
> **Alexandra Rocca, Student Community and Engagement Lead, Social Sciences and Humanities.**

> **❝ I regularly engage in numerous professional development opportunities at the University of Alberta. Among these, the "Starting the Conversation: Introduction to Mental Well-Being" session truly stood out. Its pacing was excellent, the insights were profound and the practical takeaways seamlessly integrated into my daily work and life. I have recommended this session to many colleagues and I am now eager to explore the other courses in the Health and Well-Being series.**
>
> **Allen Wolfe, Recruitment Services Associate, Shared Services HR Services.**

LEARNING FRAMEWORK

In May 2023, we launched the new Health + Well-Being Learning Framework that rests on core human needs. The four pillars center the individual and are holistic and proactive recognizing safety, security, connection, community, belonging, autonomy and mattering as fundamental to fostering a caring work environment.

INTEGRATED AWARENESS SERIES

Recognize, Rest, Reset was the first course to be launched in this series. The aim is to build foundational knowledge and skills to create harmony between life and work. Another course in this series will be co-created with OD alumni input through a needs survey scheduled to launch in 2024.

WE CARE TIPSHEETS

A joint project led by OD in collaboration with Talent Management created and launched the We Care - Assistance Guide, Step By Step Instructions, and Quick Look Resources. These tipsheets were created to assist UA employees in identifying signs of mental health issues and understanding appropriate responses. They were officially launched at the Health + Safety Symposium and the Managing for Mental Health Courses early in 2024. They are available in physical form provided at workshops and microlearning sessions and in digital embedded hyperlink on our website.

HEALTH + WELL-BEING COURSES DELIVERED IN F23/24:

- Applied Suicide Intervention Skills Training (ASIST)
- Mental Health First Aid
- Recognize, Rest, Reset (Integrated Awareness + Well-Being Series)
- Starting the Conversation: Introduction to Mental Well-being

ONBOARDING

ORIENTATION

We made a continued effort to ensure that all new university employees received a consistent, structured, and coherent onboarding experience. The UA Employee Orientation online course and the optional Staff Virtual Orientation provided foundational knowledge about the university priorities and community expectations, as well as information about employee benefits, services and collective agreements. These programs received overwhelmingly positive feedback from the 740+ participants.

STARTING STRONG

This program continued to support supervisors in fostering employee performance and creating a consistent and coherent onboarding experience for new employees. We led 250 supervisors through the onboarding process, stressing how much their support of new employees can impact role clarity, job satisfaction, retention and engagement. This interactive session was very well received by participants.

Session/Course name	Number of sessions	Number of learners	Total numbers of hours
Staff Virtual Orientation	5	193	363
UA Employee Orientation	1	549	2,196
Starting Strong	5	250	375

ENVIRONMENT AND SAFETY TRAINING

The development and delivery of safety training for staff, faculty, visitors and contractors is a collaboration between Organizational Development and Health, Safety and Environment. The catalog of courses continued to meet the training requirements for the diverse worksites and hazards on our campuses.

TOTAL 2023 ENVIRONMENT AND SAFETY COURSE COMPLETIONS

36212 from over 40 courses	62699 training hours

COMPLETION HIGHLIGHTS

Workplace Violence and Harassment Prevention	3204 learners
Working Safely & Supervising Safely	2380 learners
WHMIS	6198 learners
Lab & Chemical Safety	2178 learners

PRACTITIONER PROGRAMS

In response to participant feedback, the Practitioner Programs include a team-based and real work-related project component. Our goal is to provide participants with practical, hands-on experience that directly applies to their current professional challenges. By working on actual projects, teams can immediately implement the concepts and strategies learned in our Practitioner Programs, enhancing both their individual skills and organizational outcomes.

This year, UA's Rehabilitation Team participated in the Design Thinking Practitioner Program, which led them through a highly collaborative, design thinking process that helped them create an effective framework for use in their present and future projects. The Museums Team will engage in the Change Management Practitioner Program in 2024, as they prepare for changes to their data management system.

PRACTITIONER PROGRAMS DEVELOPED IN F23/24:

- Design Thinking
- Change Management
- Strategic Planning

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

> **" We have a very creative team but the problem we were tackling was complex with a wide range of options and tightly practical constraints on how to implement the final solution. The Design Thinking Practitioner Program provided us with a very effective framework to systematically find our direction while doing so in a highly collaborative manner. Brad and his team created a good balance between learning the basics of design thinking, while also moving forward the specific needs of our project. This has set us up nicely for future projects where we will be able to practice co-development and problem-solving at a much more sophisticated level than before.**
>
> **Martin Ferguson-Pell, PhD, C.Phys. FRSA Professor, University of Alberta, Faculty of Rehabilitation Medicine Rehabilitation Robotics Laboratory**

TALENT DEVELOPMENT & SUCCESSION PLANNING

OD developed tools to support talent development and succession planning at the University of Alberta.

This year, these tools were implemented with the HRHSE Executive Leadership Team and the Registrar's Office. Leaders were engaged to identify critical roles and successors to mitigate operational risks. Development plans were co-created to foster talent development.

TALENT DEVELOPMENT TOOLS DEVELOPED AND IMPLEMENTED IN F23/24:

- 9 Box Assessment Model
- Success Profile for Critical Positions
- Succession Plan Template
- Conversation Guide
- Psychometrics and multi-rater assessment

EXTERNAL FACILITATORS

Jess Robinson Lychak | MA (Leadership) | PCC Precipice Development
Lead Facilitator, Leading Others & Leading with Influence

Kerri Robinson | MBA | Precipice Development
Co-facilitator, Leading Others & Leading with Influence

Karen MacKenzie | MBA, BSc (Indigenous Approaches to Leadership) |
PeopleBest Canada & MacKintosh Canada
Facilitator, Leading Others & Leading with Influence

Lyall Samaroden | Bench Solutions
Facilitator, Leading Others & Workplace Skills

Ben Weinlick | MA (Leadership) | Think Jar Collective
Facilitator, Practitioner Program

Wendy Wilton | MEd (DE), ACC | Wilton Consulting
Lead Facilitator, Management Intensive | Facilitator, Workplace Skills &
Health & Well-being

Maxine Clarke | MSc (Organizational Development), PCC | Flip Learning
Facilitator, Workplace Skills & Practitioner Program

Candace Yung | MA-IS
Facilitator, Leading with Influence

Leslie Weigl | MA (Intercultural Relations)
Facilitator, Leading with Influence

LOOKING AHEAD

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 2024-2025. Highlights include:

- Expansion of Workplace Skills training with the addition of one new course - re-envisioning Navigating Change

- Expansion of Health + Wellbeing two new Workshops, one of which is Burnout to Boundaries: The Key to Life-Work Harmony, as well as short SparkX virtual sessions:
  - Healthy Sleep Habits
  - Social Media: the Impact on Mental Health
  - The Science of Happiness
  - Managing Your Time and Energy

- Launch of the Wandering Workshops, delivered by Peer-2-Peer (P2P) Facilitators. These free 45-90 minute workshops share some of the skills and tools from Leading Others, Management Intensive and Workplace Skills. P2P Facilitators are UA employees who are alumni of ODTM programs and workshops and they are trained to deliver Wandering Workshops to the campus community.

- Pilot of Safe and Respectful Workplace Program for teams. This program is a follow-up to the mandatory Workplace Violence and Harassment module and takes a proactive and experiential approach to communication on teams.

- Pilot of Mentorship Program

- Launch of a 360 degree assessment for individuals

- Pilot of Team Assessment Survey

- Launch of Executive Coaching

- Collaboration with other units in HRHSE, Shared Services and UIO in developing asynchronous supports on people management

Visit the OD website at uab.ca/learndev for more detailed information on our 2024-2025 plans and our commitment to developing leadership at all levels of the organization and across the many dimensions of our day-to-day work.

ACKNOWLEDGEMENTS

Organizational Development's programming fosters a culture of excellence that underpins the university's teaching and research mission, as well as supporting the university's strategic plan, Shape.

We are deeply grateful for the leadership and support of Marcie Chisholm, AVP to HRHSE, the HR Partners and Associates, and all our HRHSE colleagues who make our work possible. We also extend our thanks to the numerous campus leaders who have embraced our initiatives, recognized the importance of leadership across all contexts and levels, and provided employees with the opportunity to engage in their own personal development.

Our campus partners have been invaluable, offering guidance, support, and collaborative energy to ensure that U of A employees have access to exceptional learning and development opportunities.

We express our heartfelt gratitude to the hundreds of U of A employees who have co-designed programs with us and to the learners who have committed to their personal growth and the pursuit of excellence, driving the University of Alberta towards its ambitious goals.

Finally, we extend appreciation to the many amazing external consultants who have worked tirelessly alongside our team to co-create and facilitate many of the professional development workshops and programs that we offer to our campus community.

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