INSTRUCTOR GUIDE

Ideation and Planning Skills for Employment Success

Workplace Innovation Skills for Employment Success

CONTENTS

WELCOME

With a generous grant provided by the Government of Ontario and through eCampusOntario's support of the Virtual Learning Strategy, we developed two complementary courses in 2022:

1) **Ideation and Planning Skills for Employment Success**
2) **Workplace Innovation for Employment Success**

This guide provides helpful information to instructors who may wish to adapt elements, or the entirety, of these courses.

THE PROJECT TEAM

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Industry Insights
Insights were gathered from many industry experts and students in the process of the development of these courses. These insights, with appropriate attribution, are embedded through the modules.

Open Educational Resource Adaptation
In addition to the significant contributions from colleagues and industry partners, we leveraged several existing open educational resources. These are noted on the Module Checklist pages of the relevant modules.

LICENSE INFORMATION

FUNDING DECLARATION

CONTACT US

We would love to speak to you about adapting the project. For all inquiries, please email us at asip@utoronto.ca.

PROJECT BACKGROUND

The Arts & Science Internship Program (ASIP) at the University of Toronto combines 12 to 20 months of paid work experience with specialized professional development training. Students complete four professional development courses and two work terms. Typically, the first two professional development courses are taken in students' second year, followed by a four-month summer work term between second and third year. Students then complete two more professional development courses in their third year followed by an 8-to-12-month work term in fourth year.

In addition to core career development skills, common to most co-op curricula, our priority was to also provide an opportunity for ASIP students to further develop in-demand transferrable skills. In considering possible models for this skill-development curriculum, we realized the importance of an industry connection and an opportunity to both learn and practice skills before students start their work term.

Following this, we decided on an organization-partnered project model where an industry partner would share their expertise and provide an industry-relevant challenge for our students to address. To support students in addressing this challenge, we would create a series of skill-development modules focused on ideating a solution and planning for its implementation, broken down into specific in-demand transferrable skills (e.g., universal design and project management).

Creation of Two Open Educational Resources

Thanks to the Government of Ontario and eCampusOntario's support of the Virtual Learning Strategy, we were able to create: (a) a year-long course which took students through 12 skill development modules, and (b) a complementary module on workplace innovation.

Ideation and Planning Skills for Employment Success
(Full academic year course, completed pre-work term)

This course was originally delivered over two semesters following two other professional development courses. Throughout the modules, we informally refer to the course content as "PD3" (first semester) and "PD4" (second semester), after the students already completed "PD1" and "PD2" courses in the previous year. PD refers to "Professional Development."

Refer to the Module Descriptions section below for a description of each module, including its learning outcomes. Click here for a public preview of the course in the Canvas Learning Management System. Visit the eCampusOntario Open Library to access the downloadable content.

Workplace Innovation Skills for Employment Success
(Standalone module)

To complement the ideation and planning skills developed through the full academic year course, we developed an additional open educational resource, Workplace Innovation Skills for Employment Success. This module will be completed by students while they are on their subsequent work term and will be delivered alongside additional work term curriculum.

This module focuses on the skills of workplace innovation to benefit both students and organizations. As the COVID-19 pandemic has proven, and in line with the Government of Canada's Innovation Plan, the future is uncertain and our role as educators in supporting future-ready graduates is to ensure they have the innovation skills to "embrace global changes" (p.6).

As the Innovation Plan explains, "as technologies become commodities that are widely available to everyone, the only competitive advantage for countries—and businesses—is the distinctive talent and creativity of their people" (p.10); Canadian employers are seeking out creative and innovative people who can "turn ideas into solutions" (p.4).

Although Workplace Innovation Skills for Employment Success could be used as a standalone module, it draws from and refers to many of the skills covered in the previous course (e.g., design thinking and developing a proposal).

Refer to the Module Descriptions section below for a description of this module, including its learning outcomes. Click here for a public preview of the course in the Canvas Learning Management System. Visit the eCampusOntario Open Library to access the downloadable content.

COURSE DEVELOPMENT PROCESS

Ideation and Planning Skills for Employment Success

Each module was developed in collaboration with subject matter experts, industry partners, co-op practitioners, and student advisors.

As a project team, we researched and conducted extensive consultations to develop the overall framework for the course. Once we had decided on the format of the course and identified the specific skill development modules, we then conducted additional research and sought out subject matter experts and industry partners to advise on content development.

Steps in the development process included the following:

1. We initially drafted a high-level module outline and learning outcomes for review by the project team.
2. The outline then was transformed into a first iteration of a complete Microsoft Word-based storyboard, including a first draft of all module text and a description of all interactive elements and visuals.

3. The draft storyboard was reviewed by the project team.
4. The storyboard was updated, and a final draft was shared with a group of reviewers, including student reviewers, subject matter experts, student and career development experts, etc.
5. The Project Coordinator curated reviewers' extensive feedback into themes and actionable items.
6. The lead developer for each module then addressed the feedback, or advised why an item could not be addressed at this point. Many great ideas were provided for future iterations of the course.
    - ➢ *If you are considering adapting the modules from this course and would like to review this feedback (including which updates were made and which items we have flagged for future development), please contact us as we're happy to share.*
7. A final copy-edited version of the Word-based storyboard was then provided to our multimedia development and instructional design team, who brought the content to life using Canvas (Quercus) and H5P Studio. This included building all the visual and interactive elements, and 'chunking' and arranging the information in a way that made sense for an online module. This team brought a lot of pedagogical insight to the project which we would have lost had we worked with a purely graphic designer.
8. The first finished draft of the online module was then reviewed by the project team and the necessary updates were made.
9. A second draft of the online modules was then shared with our student reviewers – some of whom were testing for accessibility, some for timing of completion, others for clarity and understanding of the content, etc.
10. Their feedback was curated by the Project Coordinator and a final version of the module was developed.

Workplace Innovation Skills for Employment Success

This content was developed in a similar process to that outlined above; however, much of the content in this module has been adapted from an existing open educational resource, [Workplace Innovation (Baregheh & Carey, 2022)](). We have worked closely with the authors, Anahita Baregheh and Thomas Carey, to adapt their content and would like to express our sincere appreciation for their support, collaboration, and guidance on this project.

Course Piloting & Review

The **Ideation and Planning Skills for Employment Success** course was piloted at the University of Toronto as it was developed during the 2022-23 academic year. Some feedback and improvements were able to be incorporated before this course was published in eCampusOntario's Open Library. A full review will be completed in early summer 2023. We encourage anyone interested in adapting this course or its content to reach out to us so we can share the insights from our review. The **Workplace Innovation Skills for Employment Success** module will be piloted in summer 2023. We would be happy to share feedback about this pilot in the future.

REUSABILITY

We highly encourage (but do not require) instructors and program coordinators who are considering adapting content from either course to reach out to us. We would be happy to share lessons learned, our own plans for future iterations of the courses, and tips for undergoing similar large-scale projects.

We have intentionally left some ASIP-specific content within the published courses, which is not intended to be kept in future adaptations. The purpose of this was to show potential adopters how we personalized the content for our own users.

For example, in each module, one of our course instructors provides a brief introduction and overview of the module content. We highly suggest that you re-create these introduction videos with your own course instructors, or simply replace the video with the same text on the module page, available in our video transcripts.

Other ASIP-specific content was removed all together; for instance, how to access our ASIP job board or book an appointment with our team. We recommend including that type of content in your own adaptation.

Ideation and Planning Skills for Employment Success

Adapt the Full Course

We intentionally designed the course in a modular way to enable its reusability, both for an external audience and for ourselves.

In this iteration, we partnered with IBM and developed an overarching course project related to automation to which all assignments contribute. For future iterations of this course, we will branch out to additional industry partners.

With new partners, we will substitute modules about IBM and automation to the new partner and their project topic. For example, if we were to work with a local food sustainability non-profit organization, one module would introduce the new partner and the second module would provide the necessary context about food sustainability. The lens of the UN Sustainable Development Goals to address the problem, and the progression through the ideation and planning skill development modules and assignments, would remain the same.

In future, we hope to run this course simultaneously with several industry partners to better align the overarching course project with the diverse interests of our students.

Adapt Individual Modules

The skill development modules can also be used as standalone modules. Although some minor edits would need to be made to remove embedded links and written references to other course content, and to remove the industry-partnered challenge aspect of the overall course, an instructor could easily take a module (for example, one or more of the project management modules), and deliver it independently.

Workplace Innovation for Employment Success

This course module has three topical sections: introduction to workplace innovation, job crafting, and innovation adaptation. Although any one of these sections could be used independently, we believe it is critical for students to have a sufficient understanding of workplace innovation before learning about job crafting and attempting to leverage it in their workplaces.

ACCESSIBILITY FEATURES

Both courses deploy the following features to enhance the accessibility and usability of the content:

- In leveraging eCampusOntario H5P Studio to create interactive module elements, we have used **H5P tools that meet WCAG AA standards**, as described on the H5P website.
- We have provided **full transcripts** in both DOCX and PDF format for all external audio-video content that we have curated (e.g., recommended TED Talks and YouTube videos).
- **Alternative text** accompanies all non-decorative images.
- We prioritized the use of **inclusive language** (e.g., avoiding descriptors like "as you can *see*").
- **Text contrast ratios** meet AA standards at minimum, including text used in graphics. We used tools like the WebAIM Contrast Checker and HTML Colour Picker from W3 Schools to ensure appropriate colour contrast when designing elements of the modules.
- We convey information in **multiple ways**, and not through elements like colour or size alone.

We encourage you to maintain these features when adapting the content of these courses. Please contact us if you encounter any challenges with the accessibility of the materials.

COURSE DELIVERY

Ideation and Planning Skills for Employment Success

Online Asynchronous with Bi-Weekly Synchronous Sessions

This course is a requirement for student participation in the Arts & Science Internship Program (ASIP) and will appear on students' transcript, though it is not academically weighted.

Modules were delivered online, asynchronously, according to a set schedule (i.e., modules were released on a specific date). Students also attended one-hour bi-weekly synchronous sessions, either online or in person.

Each module typically spans 1-2 weeks and takes 1-3 hours to complete, with specific estimates provided on the landing page of each module. Quizzes for each module are completed individually, but all assignments are completed in groups.

To support collaboration, we dedicated the bi-weekly synchronous sessions to group work time. Other than providing a brief review of the relevant module content and an explanation of the next assignment at the start of the session, students had class time to work in their groups, with the expectation that each would have about an hour of additional work to be completed independently (assuming they coordinated as such during the session).

We required students to complete an Accountability Report with each assignment; this enabled the students to identify how each group member contributed to their team's project. While this helped hold students accountable and made it apparent who wasn't contributing, extensive follow-up by staff was required. Group work is a critical skill, but it does require additional staff support, which offsets the saved time by marking fewer assignments.

Industry-Partnered Challenge: The Sustainability Innovation (SI) Challenge

As noted earlier, for this iteration of the course, we partnered with IBM to create an automation challenge through the lens of the United Nations Sustainable Development Goals (UN SDGs). This challenge forms the basis of all assignments and many reflections that students complete as they move through the content of the course. In future iterations, we plan to connect with a diverse range of partners to offer various challenges simultaneously, thus appealing to a wider array of interests and disciplines.

In the first few weeks of the course, students team up on a year-long project to solve the following question: **How can automation advance the Sustainable Development Goals?** Students work to:

- Identify an opportunity or challenge that automation presents to the UN SDGs, and
- Design a solution to resolve it.

Teams get bi-weekly synchronous class time to work on course deliverables that contribute to the overall challenge solution. Students are expected to connect outside of class hours to complete the challenge. The selected challenge topic does not have to be limited to a teams' academic discipline, nor does it need to be technical or scientific. For instance, a solution could be a training program or a community initiative, depending on the selected SDG.

All the skill development modules in the course contribute to helping students ideate, design, and understand the implementation of their innovative solution. All assignment components can be remixed to contribute to their final cumulative assignment in the Workplace Communication module: a formal proposal.

At the end of the term, teams are invited to present their SI Challenges in a poster presentation to a panel of industry guest judges. Prizes are awarded to competing teams based on creativity, feasibility, sustainability, persuasiveness of their pitch, best overall, and people's choice. Teams may participate in this challenge in lieu of completing the formal proposal assignment.

More information about the SI Challenge is contained in the online module downloads. Find them in the Sustainable Development module on the page "Introducing the Sustainability Innovation (SI) Challenge!" and in the "Sustainability Innovation Poster Presentation" page at the end of the course.

Workplace Innovation Skills for Employment Success

Online Asynchronous

This module is taken by students online and asynchronously while they are completing their second work term. There are three assignments, which they complete at the start, middle, and end of their work term (8, 12, or 16-months in duration). There are no synchronous course requirements while students are on work term.

MODULE DESCRIPTIONS

Ideation and Planning Skills for Employment Success

This course comprises a series of skill development modules which are delivered across the academic year. The first five modules are delivered in the first semester and the rest of the modules are delivered in the second semester. Although the modules are intended to be used in the context of the course, with minor adaptations many of the skill development modules could be used as standalone products (e.g., by removing a reference to something taught in a previous module and incorporating the necessary content into the single module). The following is a description of each skill development module.

Module 1: Course Introduction

In this module, students are introduced to the general structure and requirements of the *Ideation and Planning Skills for Employment Success* course. They are also provided with an overview of the Sustainability Innovation (SI) Challenge (the overarching project all the modules are building towards), and an introduction to the interactive features (including reflection prompts, industry insights, and H5P elements) that are used throughout the course. Instructors using this module for their course may wish to add content specific to their teaching context here.

Learning Outcomes

By the end of this lesson, students will be able to:

- Articulate course requirements and expectations, including evaluation procedures.
- Get to know their teaching team. [This content has been removed from the public module.]

User Completion Time: 30 minutes

Assessments: None

Module 2: Intercultural Communication & Collaboration

In this module, students are introduced to tools, techniques, and concepts relating to intercultural communication and collaboration to support their group work for their Sustainability Innovation (SI) Challenge.

Learning Outcomes

By the end of this lesson, students will be able to:

- Identify the benefits of intercultural communication in the workplace and discover tips for collaborating effectively.
- Articulate key terms related to intercultural communication as they apply to collaboration.
- Demonstrate and build new skills, and reflect upon their existing skills, related to intercultural communication.
- Understand the role of intercultural communication in teams and in workspaces.
- Reflect on their own culture and how it may impact communication.

User Completion Time: 45 minutes

Assessments: Module Quiz

Module 3: Sustainable Development

In this module, students are introduced to the concepts of automation and sustainable development, in particular the United Nations Sustainable Development Goals (SDGs). Information and parameters are provided about the Sustainability Innovation (SI) Challenge. The primary deliverable for this module is a group submission of a preliminary idea for their team's SI Challenge.

Learning Outcomes

By the end of this lesson, students will be able to:

- Understand the concept of Sustainable Development Goals, including through the context of University of Toronto, the partnered organization, and the Arts & Science Internship Program. [Instructors may wish to tailor this content to their own institutional context.]
- Explain why the UN SDGs are relevant to society, communities, and businesses.
- Articulate a broad definition of sustainability as conceptualized through the intersectional framework of the SDGs.
- Reflect on the value of the SDGs through a personal lens, in connection with student's individual career journey, and identify opportunities for ongoing engagement.

User Completion Time: 2 hours

Assessments: Module Quiz; Preliminary Idea for SI Challenge Assignment

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Module 4: Design Thinking

In this module, students are introduced to the concept and practice of design thinking. Design thinking is used across industries and fields. Examples are provided throughout this module to emphasize the value of design thinking and how it can relate to different career journeys.

We have been lucky to partner with IBM in the creation of this module. IBM is a leader in the world of design thinking and has embedded a design thinking mentality in its organizational culture. While this module will explore IBM's approach to design thinking in particular, students are welcome (and encouraged!) to explore and utilize other design thinking tools and strategies to address their SI Challenges.

Learning Outcomes

By the end of this lesson, students will be able to:

- Understand the value of design thinking in various industries and contexts, including their own careers and fields of interest.
- Articulate best practices for design thinking to deliver successful design implementation.

- Practice design thinking to develop their own SI Challenge solution by employing tools such as empathy maps, as-is scenarios, big idea vignettes, and Hills statements.

User Completion Time: 2 hours

Assessments: Module Quiz; Design Thinking Package Assignment

Module 5: Universal Design

In this lesson, students are introduced to foundational concepts of universal design. Learners are given resources and tools to consider universal design in their work and will be encouraged to reflect upon elements to construct project plans that are informed by universal design principles. Learners will have the opportunity to apply these skills by creating an Impact Profile for their SI Challenge solution.

Learning Outcomes

By the end of this lesson, students will be able to:

- Recognize key principles related to universal design and understand their significance.
- Identify key universal design considerations in assessing and planning projects.
- Locate resources to continue building an understanding of universal design.
- Reflect upon and apply universal design principles to current and future workspaces.

User Completion Time: 2 hours

Assessments: Module Quiz; Impact Profile Assignment

Module 6: Introduction to Workplace Project Management

In this module, students are introduced to project management in a workplace context. A definition and brief history of the profession are provided. Students will learn about the phases of project management, along with knowledge areas, and will be provided with an overview of the key skills covered in the Workplace Project Management module series. Deliverables for this series include an assignment on teamwork, project planning, and risk management, which will be essential in framing students' Sustainability Innovation Challenge. This work will also contribute to future assignments.

Learning Outcomes

By the end of this module, students will be able to:

- Understand necessary contextual information, including what a project is and why managing a project effectively is important for their academic and professional career.
- Recognize and define introductory project management concepts and terminology.
- Reflect upon key skills for effective project management, including teamwork, leadership, planning, goal setting, problem solving, flexibility, and critical thinking.

User Completion Time: 1 hour

Assessments: None

Module 7: Workplace Project Management I – Teamwork & Leadership

In this module, students will learn about two key skills for project management: teamwork and leadership. They will be encouraged to reflect upon team roles, the stages of team development, motivation, conflict management, and leadership styles. As they have already been working in their Sustainability Innovation (SI) Challenge groups, this module will help them identify and articulate beneficial techniques that can be applied to their SI Challenge project.

Learning Outcomes

By the end of this module, students will be able to:

- Understand the importance of teamwork and leadership as they relate to the context of work and their SI Challenge.
- Explain formal project team roles, Tuckman's theory of project development, and the differences between leadership and management.
- Build and practice skills in creating a team charter, managing conflict, and supporting a team at different stages.

User Completion Time: 2 hours

Assessments: Module Quiz

Module 8: Workplace Project Management II – Goal Setting & Planning

In this module, students will explore goal setting and planning for project management, particularly for small-scale projects and tasks. How can students start the planning process to enhance success? What tools can they use to communicate their plan and goals to team members and other stakeholders? How can they track their progress and understand or manage their resources? Students will be asked to begin the planning process to guide their solution for their Sustainability Innovation (SI) Challenge, as a good plan is guided by clear goals.

Learning Outcomes

By the end of this module, students will be able to:

- Understand the importance of goal setting and planning as they relate to work and their SI Challenge.
- Define and explain key concepts and terms related to goal setting and planning, including requirements, scope creep, and the triple constraints (time, scope, and cost).
- Build and practice skills in identifying requirements, defining project scope and key performance indicators, communicating goals to project stakeholders, creating a timeline, and managing tasks.

User Completion Time: 2 hours

Assessments: Module Quiz

Module 9: Workplace Project Management III – Flexibility, Problem Solving, & Critical Thinking

In this module, students will think carefully about the ways they can hone and mobilize their skills in flexibility, problem solving, and critical thinking. In projects, these skills allow us to navigate risk, articulate and tackle problems, and continue to grow and develop as professionals. For the Sustainability Innovation (SI) Challenge, they must be able to understand the risks related to their solution. This will be the focus of the Risk Assessment deliverable, which is part of the Project Management Starter Kit assignment due at the end of the Workplace Project Management module series.

Learning Outcomes

By the end of this module, students will be able to:

- Understand the importance of flexibility, problem solving, and critical thinking as they relate to work and their SI Challenge.
- Recognize and define key terms related to flexibility, problem solving, and critical thinking.
- Build and practice skills in managing risk, navigating the steps to solving a problem, and engaging in critical thought for project management.

User Completion Time: 2 hours

Assessments: Module Quiz

Module 10: Conclusion to Workplace Project Management

To conclude the Workplace Project Management series, the previous skill-based modules will be summarized. Students will examine ways that project management can be used in various contexts and their everyday life, and they will be encouraged to think about the future of project management. As technology is an important component of project management, students will identify tools that can be explored further. If they are interested, they can review bonus content on Agile Project Management and Becoming a Certified Project Manager. In the next phase of their Sustainability Innovation (SI) Challenge, students will have an opportunity to build a Project Management Plan - Starter Kit, the assignment for this module series.

Learning Outcomes

By the end of this module, students will be able to:

- Summarize what was covered in the Workplace Project Management lessons, including the modules on Teamwork & Leadership, Goal Setting & Planning, and Flexibility, Problem Solving, & Critical Thinking.
- Consider the ways that project management can and may be used every day, including at work, in their studies, and in their personal lives.
- Identify the different ways that technology can be used to mobilize project management processes.

User Completion Time: 1.5 hours

Assessments: Your SI Challenge Project Management Plan - Starter Kit

Module 10A: Interested in Becoming a Certified Project Manager? (Optional)

Now that students have completed the Workplace Project Management module series, they have been introduced to a variety of concepts related to project management. However, for those who are interested in becoming certified project managers, or who want to explore these ideas further, additional learning to supplement this information is recommended. In this module, students will be introduced to the benefits of becoming a certified project manager, project management professional bodies, and different types of certifications that one can acquire.

Learning Outcomes

By the end of this module, students will be able to:

- Identify pros and cons to project management certification.
- Get acquainted with project management professional bodies, including the Project Management Institute and the Project Management Association of Canada.
- Gain some resources and tips for continuing their project management education, whether for personal or professional reasons.

User Completion Time: 1.5 hours

Assessments: None

Module 10B: Agile Project Management (Optional)

In the Workplace Project Management module series, we discussed features of traditional ("Waterfall") project management. In this module, students will learn about another project management approach, Agile project management. This module will cover what Agile project management is, including an introduction to 'The Agile Manifesto'. Students will learn about popular Agile approaches to project management, including scrum and kanban.

Learning Outcomes

By the end of this module, students will be able to:

- Define and identify examples of Agile project management in the workplace.
- Learn about the history and values of 'The Agile Manifesto'.
- Recognize common approaches to Agile project management that may be used in the workplace.

User Completion Time: 1 hour

Assessments: None

Module 11: Workplace Communication I – Verbal & Non-Verbal Communication

In this module, students will learn valuable information related to verbal (including written) and non-verbal workplace communication. They will gain knowledge related to communication that can be applied to in-person and virtual workplace settings, as well as a variety of mediums. They will also

explore different means of communication such as email, memos, reports, proposals, and meetings, as well as how to conduct oneself optimally when communicating to problem solve or contribute to workplace initiatives.

Learning Outcomes

By the end of this module, students will be able to:

- Articulate the importance of workplace written communication mediums and how they differ.
- Understand key strategies necessary for communicating appropriately and effectively in a written context and how to handle various miscommunication scenarios.
- Identify the differences between writing workplace emails, online messages, memos, reports, and proposals.
- Understand the appropriate manner and language to be used when writing workplace emails, online messages, memos, reports, and proposals.
- Apply appropriate, effective, and respectful tone in a variety of written communication formats.
- Identify different intercultural communication concepts in the workplace.

User Completion Time: 2.5 hours

Assessments: Module Quiz

Module 12: Workplace Communication II – Giving Effective Presentations

In this module, students will learn valuable information related to business communication in a presentation context. They will gain knowledge that can be applied to in-person and online presentations. The different presentation and communication tools students will be exposed to in this module include workplace presentation styles and structure, visual presentation aids, slide deck tips and tricks for presentation design, and best practices when conducting a presentation.

Learning Outcomes

By the end of this module, students will be able to:

- Describe the steps necessary to create an effective presentation using the FAST (Format, Audience, Style, Tone) method.
- Understand the different components of an effective presentation and how they are optimally sequenced.
- Explain key considerations when using visual aids and creating language infographics to accompany presentations.
- Articulate the importance of effectively presenting to various audiences to ensure information is understood.
- Identify techniques to manage nerves before and during a presentation and find resources to continue to hone those skills.

User Completion Time: 2.5 hours

Assessments: Module Quiz; Formal Proposal for SI Challenge Assignment

Workplace Innovation Skills for Employment Success

In this module, we will introduce key terms and concepts for employee-led workplace innovation and illustrate them through case stories, videos, and online resources. The skills, knowledge, and mindset students develop during this module will readily transfer to work domains beyond this course and their work term. The content in this module has been adapted from an open educational resource, Workplace Innovation (Baregheh & Carey, 2022), published through eCampusOntario's Open Library. We have worked closely with the authors, Anahita Baregheh and Thomas Carey, to adapt their content and would like to express our sincere appreciation for their support, collaboration, and guidance on this project.

Learning Outcomes

By the end of this module, students will be able to:

- Define employee-led workplace innovation.
- Describe how all employees can be engaged in workplace innovation.
- Recognize the importance of individual employees' contributions to workplace innovation.
- Understand the process of and recognize the value of individual-level job crafting to foster creativity and advance their career.
- Understand how workplace innovation and job crafting fit in with Innovation Adaptation and the Ladder of Opportunities.

User Completion Time: 3 hours

Assessments: Module Quiz; Three assignments (start-of-term, mid-term, and final evaluation)

PERSONAS

Personas are characters created by the Arts & Science Internship Program to be used as discipline-specific examples throughout the modules. Each fictional individual has their own story and experiences that are utilized for their job search and professional development. They were introduced in PD1 and PD2 (the two courses prior to the Ideation and Planning Skills for Employment Success course), with their stories evolving throughout the modules. Their basic information, interests, program of study etc. can be found in the persona document published on the home page of the courses.

INDUSTRY INSIGHTS

From Working Professionals

In developing this series of skill development modules, our priority was both to ensure the content was industry-relevant and to help persuade students that this is, in fact, was relevant to them. To support this, we reached out to professionals working in a wide variety of areas associated with many ASIP disciplines. Via a survey administered in two recruitment waves (August 2022 and January 2023), we asked professionals to share their insights on the topics covered throughout the modules. Although not every professional was required to comment on each topic, we did our best to ensure representation across sectors and across topics.

From ASIP Students

In recognizing the different contexts in which students and early career professionals mobilize skills for workplace success, we have collected insights from ASIP students who have workplace experience via a survey administered in February 2023. Student respondents represented various workplace experiences and programs of study.

Full Repository of Industry Insights

Throughout the modules, we have peppered select industry insights, and have lightly edited them for clarity and length. You can access the raw survey data via the home page of each course to select insights that may be more relevant to your context and students. You may also choose to use their insights in other educational contents; professionals and students each provided their insights under the same Creative Commons license that governs the full course content.

Each industry professional and student confirmed the degree of anonymity they would like attributed to their insights; some agreed to share their full name, title, and organization, whereas others shared their first name only and a generic version of their job title. This information is shared in the public spreadsheet as requested, and you are welcome to use any quotes so long as they are accompanied by the correct attributions found in this dataset.

COURSE IMAGERY

Images used in our courses were retrieved from stock image libraries such as Adobe Stock (Standard License) and Shutterstock (Standard Image License); designed using the Bitmoji platform; provided by our industry partner; or created by our multimedia development and instructional design team.

The Image Attribution Table linked on the home page of each course provides the following information for all embedded images:

Thumbnail	A preview of the image
Course File Name	The file name used within our course
Title	The name of the original image
Artist	A link to the creator of the original image

Source	A link to the original image file
License	A link to the relevant image license
Modifications	Notes on any changes made to the original image

Course imagery that has not been created by ASIP represents exclusions to the Creative Commons license applied to this project. The terms and conditions of the original license applies to these images.

PREVIEWING & DOWNLOADING THE COURSES

Each course and all its assets can be previewed as they were designed within the Canvas learning management system on the following public Quercus pages:

- Ideation and Planning Skills for Employment Success
- Workplace Innovation Skills for Employment Success

To download the courses as Common Cartridge (.imscc) files for transportability into your learning management system, please visit the eCampus Ontario Open Library and search the course name (available Spring 2023).

IMPORTING THE COURSES INTO A LEARNING MANAGEMENT SYSTEM

To import course files into your learning management system for editing and use, please follow the instructions based on your platform:

- Blackboard
- Canvas (Quercus)
- Moodle
- Sakai

CURATED EXTERNAL VIDEOS

We have curated a series of external videos (e.g., TED Talks and YouTube videos) to enrich the content of our course.

These videos represent exclusions to our Creative Commons license and are shared under the terms and conditions of their original licenses. **Copyright and license information for each external video is provided in a "Source" box on all associated transcript files available where videos are linked. Please consult the Source box before using these materials in your own courses.**

Videos that met accessibility standards (i.e., contained accurate closed captioning) are embedded within our modules. Those that contained auto-generated, inaccurate, or no captions were not embedded; instead, these were substituted with a placeholder icon, a graphic of a video player with the text <embed video here>:

\<embed video here\>

Although we created full transcripts for all videos, we were not able to update the captions for videos that were sourced externally. For this reason, we have removed embedded external videos to ensure our content meets accessibility standards for the public version of this course. If you are adapting this course for a private audience, you may wish to re-embed the external videos or simply remove the 'embed video here' icon altogether as the videos are already linked in the text.

Replacing Placeholder Images

To replace the placeholder image with a video player, simply <u>highlight</u> the following line of code in the HTML editor in your learning management system and <u>replace</u> it with the embed code for your desired video. Refer to the 'Embed Instructions' section for instructions specific to YouTube and TED videos; once you know what you are doing, replacing the embed code should take less than a minute.
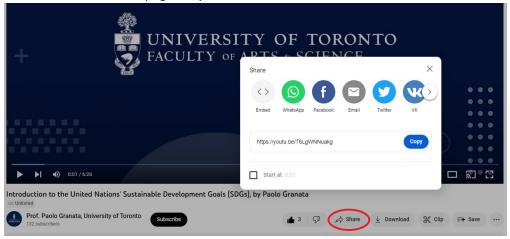

Ideation and Planning Skills for Employment Success – Placeholder Symbol Code:

```
<p><img src="https://q.utoronto.ca/courses/307316/files/25063243/preview" alt="Video player
icon with the words &quot;embed video here&quot;." data-api-
endpoint="https://q.utoronto.ca/api/v1/courses/307316/files/25063243" data-api-
returntype="File" /></p>
```

Workplace Innovation Skills for Employment Success – Placeholder Symbol Code:

```
<p><img src="https://q.utoronto.ca/courses/307280/files/25115152/preview" alt="Video player
icon with the words &quot;embed video here&quot;." data-api-
endpoint="https://q.utoronto.ca/api/v1/courses/307280/files/25115152" data-api-
returntype="File" /></p>
```
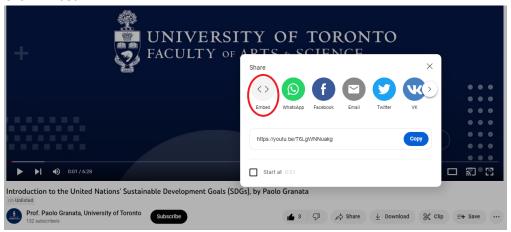
Embed Code: YouTube Video Player

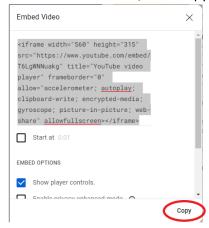To embed videos hosted on YouTube in your private course:

1. Go to the YouTube webpage for your chosen video and click on the 'Share' button.

2. Click 'Embed'.

3. In the Embed window, click 'Copy' to copy the HTML code.

4. Open the HTML editor in your learning management system.
5. Go to the point in the code where you want the video to be placed, and paste the copied code (e.g., replacing the placeholder image as described in the preceding section).
6. To adjust the size of the video player, change the numbers associated with the 'width' and 'height' attributes in the code (i.e., 560 and 315 pixels, in this case).

<iframe width="560" height="315" src="https://www.youtube.com/embed/T6LgWNNuakg" title="YouTube video player" frameborder="0" allow="accelerometer; autoplay; clipboard-write; encrypted-media; gyroscope; picture-in-picture; web-share" allowfullscreen></iframe>

Embed Code: TED Video Player

To embed videos hosted on the TED website in your private course:

1. Go to the TED webpage for your chosen video and click on the 'Share' button:

2. Copy the HTML code by clicking the second 'Copy' button in the popup that opens:

3. Open the HTML editor in your learning management system.
4. Go to the point in the code where you want the video to be placed, and paste the copied code (e.g., replacing the placeholder image as described in the preceding section).
5. To adjust the size of the video player, change the numbers associated with the 'width' and 'height' attributes in the code (i.e., 854 and 480 pixels, in this case).

<div style="max-width:854px"><div style="position:relative;height:0;padding-bottom:56.25%"><iframe src="https://embed.ted.com/talks/lang/en/michele_l_sullivan_asking_for_help_is_a_strength_not_a_weakness" width="854" height="480" style="position:absolute;left:0;top:0;width:100%;height:100%" frameborder="0" scrolling="no" allowfullscreen></iframe></div></div>

USING H5P ASSETS

H5P is an online plugin that enables users to create interactive content such as images with hotspot text, drag and drop activities, and more, and embed it in online pages that support H5P plugins (e.g., online learning management systems like Canvas).

Users can copy, adapt, or build H5P assets from various online H5P asset libraries, including eCampusOntario's H5P Studio. The Arts & Science Internship Program has a public profile within eCampusOntario's H5P Studio, where all of the H5P assets created for and embedded within our courses can be viewed, downloaded, and copied for reuse. You may wish to leverage these H5P assets in your own teaching, including in other courses.

Users can place the embed code of an H5P asset directly on their website or within the pages of their course in a learning management system. Future edits or updates to the H5P asset can be done directly in the H5P online editor, which will dynamically update the interaction wherever the embed code has been placed.

Ontario users can access a free online H5P account through eCampusOntario.
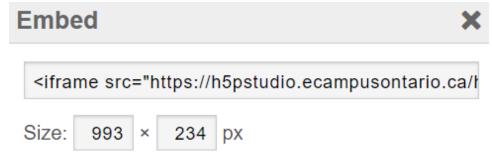
Embedding Existing H5P Assets in Your Course

To use an interaction that we have created in your own course without rehosting the file or making modifications:

1. Find the interaction on the relevant module page, or in our public profile.
2. With the interaction displayed, click the 'Embed' button on the bottom-right corner.

3. If necessary, alter the desired size of the interaction (width and height dimensions in pixels).
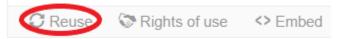

4. Copy the full embed code that appears in the text box.
5. Open the HTML editor on the desired page of your course.
6. Paste the code in your desired location.
7. Click 'Save'.

Downloading, Editing, & Modifying H5P Assets within eCampusOntario's H5P Studio

To adapt/remix any of our H5P assets:

1. Find the interaction on the relevant module page, or in our public profile.
2. With the interaction displayed, click the 'Reuse' button on the bottom-left corner.

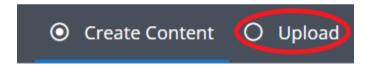
3. Click the 'Download as an .h5p file' button.

4. Log into your H5P Studio account and click the 'Create' button at the top-right corner of the page.
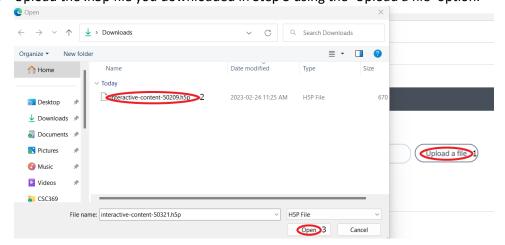

5. On this page, select the 'Upload' option.

6. Upload the .h5p file you downloaded in Step 3 using the 'Upload a file' option.

7. Click 'Use' and the H5P content will be uploaded to your account, ready for editing.

Upload an H5P file.

| interactive-content-50321.h5p | (Use) (Change file) |

8. Once you have completed your edits, click 'Save'.
9. To embed this edited interaction in your course or webpage, follow the instructions outlined in the previous section, 'Embedding Existing Assets in Your Course'.

Please preserve our original license and metadata and credit the Arts & Science Internship Program at the University of Toronto when remixing H5P assets.

List of H5P Assets

A full list of our H5P assets, published on our public profile, can be found in the table below.

ASSET NAME	ID	DIRECT LINK
Module 1: Course Introduction		
ASIP-CI-2A PD3 Roadmap 1st Stop	50209	https://h5pstudio.ecampusontario.ca/content/50209
ASIP-CI-2B PD4 Roadmap Overview	50233	https://h5pstudio.ecampusontario.ca/content/50233
Module 2: Intercultural Communication & Collaboration		
ASIP-ICC-1 PD3 Roadmap 2nd Stop Collaboration	50255	https://h5pstudio.ecampusontario.ca/content/50255
ASIP-ICC-2 What is Culture?	50256	https://h5pstudio.ecampusontario.ca/content/50256
Module 3: Sustainable Development		
ASIP-SI-1 PD3 Roadmap 3rd Stop Sustainable Development	50314	https://h5pstudio.ecampusontario.ca/content/50314
ASIP-SI-16 Venn Diagram Sustainability	50315	https://h5pstudio.ecampusontario.ca/content/50315
ASIP-SI-21 UN SDGs	50316	https://h5pstudio.ecampusontario.ca/content/50316
ASIP-SI-26A Sustainability Initiatives at the University of Toronto	51474	https://h5pstudio.ecampusontario.ca/content/51474
ASIP-SI-29 SDGs in Industry - Case Studies	50320	https://h5pstudio.ecampusontario.ca/content/50320
ASIP-SI-4 Automation Case Studies	50321	https://h5pstudio.ecampusontario.ca/content/50321
ASIP-SI-47B ESG Examples Intel Twitter TIFF	50322	https://h5pstudio.ecampusontario.ca/content/50322
ASIP-SI-53 SI Challenge FAQ	50323	https://h5pstudio.ecampusontario.ca/content/50323
Module 4: Design Thinking		
ASIP-DT-14 Empathy Map Drag and Drop	50236	https://h5pstudio.ecampusontario.ca/content/50236
ASIP-DT-15 As-Is Drag and Drop	50238	https://h5pstudio.ecampusontario.ca/content/50238
ASIP-DT-19 Prioritization Grid Drag and Drop	50239	https://h5pstudio.ecampusontario.ca/content/50239
ASIP-DT-2 IBM People Places Practices	50244	https://h5pstudio.ecampusontario.ca/content/50244

ASIP-DT-24 PD3 Roadmap 4th Stop Design Thinking	50246	https://h5pstudio.ecampusontario.ca/content/50246
ASIP-DT-25 Case Studies of Design Thinking	50247	https://h5pstudio.ecampusontario.ca/content/50247
ASIP-DT-9 IBM Loop	50245	https://h5pstudio.ecampusontario.ca/content/50245
Module 5: Universal Design		
ASIP-UD-1 PD3 roadmap 5th stop Universal Design	50332	https://h5pstudio.ecampusontario.ca/content/50332
ASIP-UD-3 Principles of Universal Design	50327	https://h5pstudio.ecampusontario.ca/content/50327
ASIP-UD-4 UD and AD Venn Hotspot	50328	https://h5pstudio.ecampusontario.ca/content/50328
ASIP-UD-5 UD and AD Matching Activity	50330	https://h5pstudio.ecampusontario.ca/content/50330
Module 6: Introduction to Workplace Project management		
ASIP-PMIntro-1 PD4 Roadmap 1st Stop Intro to PM	50290	https://h5pstudio.ecampusontario.ca/content/50290
ASIP-PMIntro-12a Project Management Knowledge Areas	50293	https://h5pstudio.ecampusontario.ca/content/50293
ASIP-PMIntro-12b Identifying Project Management Knowledge Areas	50294	https://h5pstudio.ecampusontario.ca/content/50294
ASIP-PMIntro-4 History of Project Management Timeline	50296	https://h5pstudio.ecampusontario.ca/content/50296
ASIP-PMintro-7 Methodologies for Project Management	50300	https://h5pstudio.ecampusontario.ca/content/50300
ASIP-PMIntro-8 Five Phases of Project Management	50301	https://h5pstudio.ecampusontario.ca/content/50301
ASIP-PMIntro-9 Five Phases of Chuks Newsletter Editing Project	50302	https://h5pstudio.ecampusontario.ca/content/50302
Module 7: Workplace Project Management I – Teamwork & Leadership		
ASIP-PM1-1 PD4 Roadmap 2nd Stop Teamwork and Leadership	50258	https://h5pstudio.ecampusontario.ca/content/50258
ASIP-PM1-10 Task vs Relationship Importance Matrix	50259	https://h5pstudio.ecampusontario.ca/content/50259
ASIP-PM1-13 Project Stakeholders	50260	https://h5pstudio.ecampusontario.ca/content/50260
ASIP-PM1-17 Motivation-Hygiene Theory	50261	https://h5pstudio.ecampusontario.ca/content/50261
ASIP-PM1-20 Types of Power	50262	https://h5pstudio.ecampusontario.ca/content/50262
ASIP-PM1-4 Five Stages of Team Development	50264	https://h5pstudio.ecampusontario.ca/content/50264
ASIP-PM1-6 McClelland's Acquired Needs Theory	50265	https://h5pstudio.ecampusontario.ca/content/50265
ASIP-PM1-8b Leadership Styles Knowledge Check	50266	https://h5pstudio.ecampusontario.ca/content/50266
Module 8: Workplace Project Management II – Goal Setting & Planning		
ASIP-PM2-1 PD4 Roadmap 3rd Stop Goal Setting	50267	https://h5pstudio.ecampusontario.ca/content/50267
ASIP-PM2-16 Estimating Approaches Scenario	50268	https://h5pstudio.ecampusontario.ca/content/50268

ASIP-PM2-21 Gantt Chart Terminology	50269	https://h5pstudio.ecampusontario.ca/content/50269
ASIP-PM2-23 Understanding Project Resources	50270	https://h5pstudio.ecampusontario.ca/content/50270
ASIP-PM2-3 Requirement Types	50271	https://h5pstudio.ecampusontario.ca/content/50271
ASIP-PM2-6a Yasmin Scope - Focus Groups	50273	https://h5pstudio.ecampusontario.ca/content/50273
ASIP-PM2-6b Yasmin Scope - Screenshots	50274	https://h5pstudio.ecampusontario.ca/content/50274
Module 9: Workplace Project Management III – Flexibility, Problem Solving, & Critical Thinking		
ASIP-PM3-1 PD4 Roadmap 4th Stop Flexibility	50275	https://h5pstudio.ecampusontario.ca/content/50275
ASIP-PM3-11 The 5 Whys	50276	https://h5pstudio.ecampusontario.ca/content/50276
ASIP-PM3-15 Asking for Help	50277	https://h5pstudio.ecampusontario.ca/content/50277
ASIP-PM3-16 Sub-skills to Mobilize Critical Thinking	50278	https://h5pstudio.ecampusontario.ca/content/50278
ASIP-PM3-2 Requirement Traceability Matrix	50279	https://h5pstudio.ecampusontario.ca/content/50279
ASIP-PM3-21 Risk Register	50280	https://h5pstudio.ecampusontario.ca/content/50280
ASIP-PM3-3 Managing Anticipated Risk Case Study	50287	https://h5pstudio.ecampusontario.ca/content/50287
ASIP-PM3-6 Risk Matrix - Yasmin	50288	https://h5pstudio.ecampusontario.ca/content/50288
ASIP-PM3-7 Quiz Risk Evaluations	50289	https://h5pstudio.ecampusontario.ca/content/50289
Module 10: Conclusion to Workplace Project Management		
ASIP-PMX-1 PD4 Roadmap 5th Stop Conclusion	50313	https://h5pstudio.ecampusontario.ca/content/50313
Module 11: Workplace Communication I – Verbal & Non-Verbal Communication		
ASIP-VC-1 PD4 Roadmap 6th Stop Verbal Communication	50335	https://h5pstudio.ecampusontario.ca/content/50335
ASIP-VC-11 Tips for Non-Verbal Communication - Western Norms	50336	https://h5pstudio.ecampusontario.ca/content/50336
ASIP-VC-14 How to Leave a Good Impression	50337	https://h5pstudio.ecampusontario.ca/content/50337
ASIP-VC-15a Meeting Agenda (Pre-meeting State of the Agenda)	50338	https://h5pstudio.ecampusontario.ca/content/50338
ASIP-VC-15b Meeting Agenda (After meeting)	50339	https://h5pstudio.ecampusontario.ca/content/50339
ASIP-VC-16 Email Hotspots	50340	https://h5pstudio.ecampusontario.ca/content/50340
ASIP-VC-2 Top 4 Soft Skills Employers Want	50341	https://h5pstudio.ecampusontario.ca/content/50341
ASIP-VC-23 Memo Hotspots	50342	https://h5pstudio.ecampusontario.ca/content/50342
ASIP-VC-3 Non-Verbal Communication Maroney Obama	50363	https://h5pstudio.ecampusontario.ca/content/50363
ASIP-VC-30 Paper Trail	50364	https://h5pstudio.ecampusontario.ca/content/50364
ASIP-VC-31 Meeting Preparation Tips	50365	https://h5pstudio.ecampusontario.ca/content/50365
ASIP-VC-34 Formal Proposal Sections	50366	https://h5pstudio.ecampusontario.ca/content/50366

ASIP-VC-6 Tips for Verbal Communication	50367	https://h5pstudio.ecampusontario.ca/content/50367
ASIP-VC-8 Hearing vs. Listening Drag and Drop	50368	https://h5pstudio.ecampusontario.ca/content/50368
Module 12: Workplace Communication II – Giving Effective Presentations		
ASIP-EP-1 PD4 Roadmap 7th Stop Presentations	50248	https://h5pstudio.ecampusontario.ca/content/50248
ASIP-EP-10 Capture Audience Attention	50249	https://h5pstudio.ecampusontario.ca/content/50249
ASIP-EP-15 Bad PPT Hotspots	50250	https://h5pstudio.ecampusontario.ca/content/50250
ASIP-EP-20 Tone of Presentations	50251	https://h5pstudio.ecampusontario.ca/content/50251
ASIP-EP-23 Managing Nerves Before a Presentation	50252	https://h5pstudio.ecampusontario.ca/content/50252
ASIP-EP-4 Purpose, Research and Resources	50253	https://h5pstudio.ecampusontario.ca/content/50253
ASIP-EP-8 Presentation Styles	50254	https://h5pstudio.ecampusontario.ca/content/50254
Workplace Innovation Skills for Employment Success		
ASIP-WI-13 Workplace Innovation Case Study Knowledge Check	51111	https://h5pstudio.ecampusontario.ca/content/51111
ASIP-WI-14 Fifth Element Innovation	51112	https://h5pstudio.ecampusontario.ca/content/51112
ASIP-WI-22 Celia Job Crafting	51114	https://h5pstudio.ecampusontario.ca/content/51114
ASIP-WI-23 New Employee Job Crafting - Sarah	51115	https://h5pstudio.ecampusontario.ca/content/51115
ASIP-WI-24 Highly Regulated Job Crafting - Ariana	51116	https://h5pstudio.ecampusontario.ca/content/51116
ASIP-WI-29 Kickbox Method Questions	51117	https://h5pstudio.ecampusontario.ca/content/51117

Questions about using H5P can be directed to the eCampusOntario H5P email address: open@ecampusontario.ca.

For queries regarding specific assets, please reach out to asip@utoronto.ca.