



Final Report

Learning**ciTY**
2022

December 2022

RE: *LearningCITY* 2022 Final Report

Thank you for participating in *LearningCITY* 2022. The fact that over 250 people attended from 149 different organizations across our skills development system, reflects the shared challenge we face in developing the skills essential to the future of our city.

The goal of *LearningCITY* 2022, was to facilitate the interaction of diverse stakeholders from Calgary's learning system, including employers, educators, policymakers, and learners. Our hope is this interaction will contribute to momentum to refine and implement the priorities defined in ***Calgary's Skills Development Framework***.

To be a community that adapts, Calgarians must possess a life-long capacity to learn. This is about re-envisioning the nature of learning by recognizing that traditional education systems, though essential, are only one component of our city's rich learning system.

Based on the discussions, the innovative ideas of the panelists, and the thousands of post-it notes recommendations from participants — there is clear momentum for increasing structured collaboration to deliver on the vision - *Calgary's learning system develops exceptional, creative, and adaptable talent, ready to thrive in a fast-changing world*.

The next steps are outlined in the final section of this report.

In closing, I would like to thank everyone who contributed to the success of *LearningCITY* 2022, including the advisory committee, founding partners, panelists, and the table facilitators. Finally, I would like to thank the Mount Royal University student team for their support in organizing and ensuring a smooth-running event.

Thank you again for your ongoing support and commitment to our community.



David J. Finch, PhD

Learning**CITY**
2022

Event Chair, *LearningCITY* 2022

Advisory Committee

Delivering a *LearningCITY* is not about any single organization. It is about harnessing Calgary's rich and diverse skill development system to work together to face the future head-on. We would like to recognize the *LearningCITY 2022* advisory committee who guided the program design.

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Founder, Immigrant Techies Alberta

Founding Partners

Accessibility and inclusiveness is a central goal of the *LearningCITY Collective*. The financial support of the following founding partners made *LearningCITY 2022* allowed the event to be free to all those in the community.



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Executive Summary

LearningCITY 2022 hosted 250 participants from 149 organizations across Calgary's learning system, including employers, educators, and policymakers. *LearningCITY 2022* an interactive format, focusing on thought-provoking panels and facilitated small group discussions.

This report identifies **nine consolidated insights** emerging from this process. The advisory committee then connected to the *Calgary Skills Development Framework*, including goals, priorities, and measures.

Insight 1: It is Not a System Today

Participants identified there is no Calgary learning system today. Rather, the city's system is composed of 3000 organizations organized as a series of autonomous systems, including K-12, postsecondary, professional development, arts, community, and sports. The result is a lack of overarching system development strategy to define shared purpose and accountability.

Insight 2: Culture of Learning – Learning as a Community Value

A series of five insights emerged from participants related to different aspects associated with the *culture of learning*.

The first *culture of learning* insight recognizes that to meet the emerging skills demand, learning must become a core community value. This recognizes that all investment in learning, whether it be public, private, or non-profit, contributes to elevating the capacity of the community and all its stakeholders.

Insight 3: Culture of Learning – Embrace Risk

The second *culture of learning* insight highlights the importance of embracing and rewarding risk as a path to developing a resilient and adaptive workforce. This includes accepting and learning through failure.

Insight 4: Culture of Learning – Adaptive Capacity

The third *culture of learning* insight highlights the importance of investing in developing skills that anchor an individual's capacity to adapt.

Insight 5: Culture of Learning – The Role of Values

The fourth *culture of learning* insight highlights the role of personal values as part of the learning process and its implications on the labour market.

Insight 6: Culture of Learning – Flip the Model

The fifth *culture of learning* insight highlights the importance of flipping the system, so it enables personalized, purpose-based learning anchored in exploration, experimentation, and empowerment.

Insight 7: Unlock and Empower Through Navigation

Today Calgarians are confronted with infinite programs that may or may not align with their learning goals. However, to empower the individual and unlock the system capacity requires a holistic and efficient navigation system.

Insight 8: Calgary's Labour Market is Not Inclusive

The existing labour market embeds systemic bias based on gender, ethnicity, age, and socio-economic capacity. We must commit to developing an inclusive labour market, open and equal for all. This starts with transitioning to competency-based hiring.

Insight 9: Competency-based Hiring Practices

Unlocking the learning system through navigation will require qualification assessment and certification systems for employers. We must shift to competency-based hiring practices. This shift will begin to unlock the learning system by valuing evidence of skills, not exclusionary paths to developing them.

Part 1: Program Review

Event Agenda

*LearningCITY 2022 was held on **November 25th 2022** at Platform Calgary's Innovation Centre. Building on *LearningCITY 2019*, the agenda for *LearningCITY 2022* was designed to be interactive and focus on thought-provoking panels with small group discussions.*

Time	Agenda	Time	Agenda
745-820 am	Registration & Networking	1025-1045 am	Sharing and Networking
820-835 am	Welcome to the <i>LearningCITY 2022</i> Ken Lima-Coelho, <i>President & CEO, Big Brothers Big Sisters of Calgary & Area</i>	1045-1145 am	Panel 2: Unlocking Calgary's Potential <i>Moderator: Lee Ackerman, TEKsystems</i> Dr. Stephen Murgatroyd, <i>Chief Scout and Chief Executive, Collaborative Media Group</i> Anila Lee Yuen, <i>President & CEO, Centre for Newcomers</i> Margo Purcell, <i>President & CEO, InceptionU</i> Rahim Sajan, <i>Teacher, Founder TedxCalgary</i>
835-855 am	Presentation: Calgary's Skills Development Framework Dr. David Finch, <i>Chair, LearningCITY 2022, Professor & Senior Fellow, Institute for Community Prosperity, Mount Royal University</i>	1145-1215 pm	Group Work, From Insights to Action
855-955 am	Panel 1: The Skills Revolution <i>Moderator: Janet Lane, Director, Human Capital Centre, Canada West Foundation</i> Usman Tahir Jutt, <i>President & CEO, Chirp Foods</i> Jennifer Aubin, <i>Chief People & Culture Officer, Attabotics</i> Kathy McCrum, <i>ICD.D, CPHR Executive People, Culture & Safety Leader</i> Maureen Neufeldt, <i>Chief Human Resource Officer, Trans Mountain Corporation</i>	1215-1230 pm	Where from Here? Dr. David Finch, <i>Chair, LearningCITY 2022, Professor & Senior Fellow, Institute for Community Prosperity, Mount Royal University</i>
955-1025 am	Group Work, From Insights to Action	1230-130 pm	Adjourn and Networking

Event Preparation

LearningCITY 2022 was anchored to the economic strategy for Calgary - Calgary in the New Economy. Since 2018, diverse organizations have been conducting research exploring the dynamic labour market demands facing our city. This work was synthesized into *Calgary's Skills Development Framework*. This framework is the outcome of engaging hundreds of employers, educators, and policymakers, and defined an emergent vision for the city's learning system:

Calgary's learning system develops exceptional, creative, and adaptable talent, ready to thrive in a fast-changing world.

To deliver on this vision, the framework proposes four drivers to guide the system: adaptable, accessible, empowered, and open. Building on the framework, a series of five briefs were released prior to the event. These briefs were developed by a diverse range of employers, educators, and policymakers and explored each of these drivers in additional depth. A link to each brief is located below:

Briefs	Community Authors
A City That Adapts	Lee Ackerman, Distinguished Digital Learning Architect for TEKsystems Janet Lane, Director, Human Capital Policy Centre for Canada West Foundation
Learning as a Climbing Wall	Margo Purcell, President & CEO, InceptionU Natalie Vardabasso, Educational Consultant in Assessment, Grading, Equity & Inclusion Patti Pon, President & CEO, Calgary Arts Development
The Calgary Talent Lab	Calgary Economic Development Calgary Chamber of Commerce Calgary Arts Development Platform Calgary
Rethink Skills	Jennifer Aubin, Chief People & Culture Officer, ATTAbotics Jodi Drake, Director, Talent, Suncor
An All-Access Learning System	Nicholas Newnes, Talent Strategy Specialist, Calgary Economic Development Heather Robertson, Director, Service Design and Innovation, Calgary Public Library Wunmi Adekanmbi, Founder, Immigrant Techies Alberta

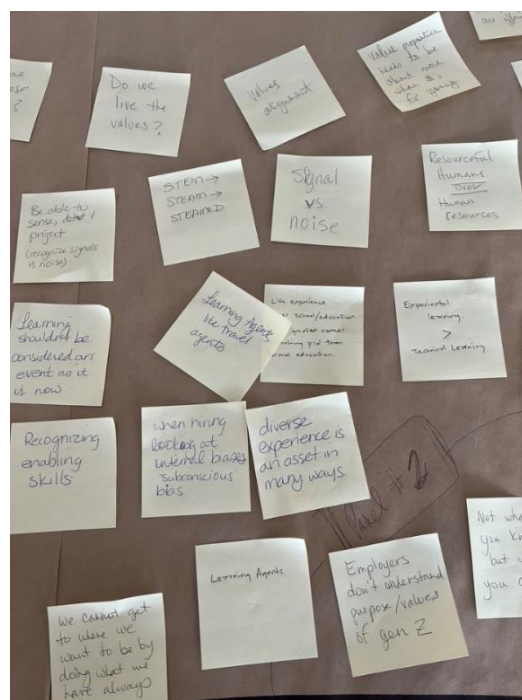
Part 2: Consolidated Insights

Facilitated Discussions

Following each panel, the participants at each of the 32 tables engaged in a facilitated discussion framed by the following six questions:

1. What were the major insights that emerged from this panel conversation?
2. How is this insight important to a vision of developing exceptional, creative, and adaptable talent, ready to thrive in a fast-changing world?
3. How may it impact your organization today and in the future?
4. What are the priority actions that we should take because of this insight?
5. Why has this not already happened?
6. What can we do to make things happen?

To ensure thoughts were recorded, participants were asked to record each insight on a single post-it-note. All participants were encouraged to collaborate to cluster the insights. The raw table-level data can be found [HERE](#).



Consolidated Insights

Following the event, over **2000 post-it-notes** were collected and transcribed by the event organizers. Refer to the appendix for the raw transcription by table. The event organizers then refined the consolidated insights at the table-level, and then further consolidated insights across all 32 tables. Nine consolidated insights emerged.

Insight 1: It is Not a System Today

Participants identified there is no Calgary learning system today. Rather, the city's system is composed of 3000 organizations organized as a series of autonomous systems, including K-12, postsecondary, professional development, arts, community, and sports. The result is a lack of overarching system development strategy to define shared purpose and accountability.

Selection of participant perspectives:

- An open system requires both collaboration and co-opetition.
- Today, it is an ecosystem of ecosystems.
- The learning system needs to learn too.
- We need cross-sector information exchanges
- It takes a village, and employers are part of this village.
- Including K-12 is critical.
- Terminology gets in the way.
- Employers and educators must collaborate.
- Where is accountability in the system – a chain of blame?
- Listen to what the community is asking for.

Insight 2: Culture of Learning – *Learning as a Community Value*

A series of five insights emerged from participants related to different aspects associated with the *culture of learning*. The first *culture of learning* insight recognizes that to meet the emerging skills demand, learning must become a core community value. This recognizes that all investment in learning, whether it be public, private, or non-profit, contributes to elevating the capacity of the community and all its stakeholders.

Sample insights:

- Skill development needs to be community effort.
- We need to reframe the value of learning.
- We need to develop a learning culture.
- Investing in people = investing in community.
- Education is a community task.
- Citizenship is a verb.
- Learning for humanity not economy.
- School for parents.
- From human resources to resourceful humans.
- Employers need to view training as community investment providing direct and indirect benefits to their business.
- Great employees are great citizens.
- Values first, skills second.
- We can train skills, but we can't train values.

Insight 3: Culture of Learning – *Embrace Risk*

The second *culture of learning* insight highlights the importance of embracing and rewarding risk as a path to developing a resilient and adaptive workforce. This includes accepting and learning through failure.

Selection of participant perspectives:

- There is no such thing as a mistake, it is all a learning opportunity.
- Create safe spaces to explore.
- Learning through failure needs reflections and support to learn or they are just failure.
- We learn through failure, but failure has a real cost. How do we reconcile?
- Less thinking about the future and start experimenting now.
- Learning from failure requires the ability to ask for feedback.
- Give people the permission to explore.
- More bravery = more creativity.
- Leaders need to support failure.
- We need to be patient.
- Failure is a privilege that not all people have.

Insight 4: Culture of Learning – *Adaptive Capacity*

The third *culture of learning* insight highlights the importance of investing in developing skills that anchor an individual's capacity to adapt.

Selection of participant perspectives:

- A critical, but under recognized enabling skill is the capacity to “learn how to learn”.
- Learning how to learn. The killer skill.
- Skills that run across industries and occupations.
- STEM. STEAM. STEAMED.
- Competitive advantage is defined by our capacity to learn.
- We must adopt a growth mindset.
- How do we teach adaptive capacity?
- Technical skills are tablestakes, enabling skills are differentiators
- Think about horizontal skills.
- The power of being a generalist provides an adaptive capacity.
- Why do we not walk the talk? We claim we value enabling skills, but hire for technical skills?

Insight 5: Culture of Learning – *The Role of Values*

The fourth *culture of learning* insight highlights the role of personal values as part of the learning process and its implications on the labour market.

Selection of participant perspectives:

- The great resignation is showing a misalignment of values.
- We need to learn about the next generation and their aspirations
- Disconnect between profit driven companies providing a sense of purpose for young people
- How do I learn from young people?
- How do we cultivate joy?
- Post pandemic impacts on young people.
- Underutilizing a whole generation of young people
- We need to learn about the next generation and their aspirations

Insight 6: Culture of Learning – *Flip the Model*

The fifth *culture of learning* insight highlights the importance of flipping the system, so it enables personalized, purpose-based learning anchored in exploration, experimentation, and empowerment. The result reframes the learning system by empowering the individual to choose their own path.

Selection of participant perspectives:

- No one else is coming, it is up to you.
- Learning is not happening in an institution that thinks they own it.
- The learner needs to drive the learning.
- Content curation requires an end goal. This is best done by the individual.
- Education is about self-discovery.
- Disrupt hierarchical structures.
- Empowering people.
- Does scalability not conflict with an ability to choose your own path.
- Education must also incorporate self-knowledge and personal identity.
- We must own our journey.
- Who owns the problem?
- Power in the hands of the institution does not help the individual.
- Don't do for others what they can do for themselves.

Insight 7: Unlock and Empower Through Navigation

Today Calgarians are confronted with infinite programs that may or may not align with their learning goals. However, to empower the individual and unlock the system capacity requires a holistic and efficient navigation system.

Selection of participant perspectives:

- Blow-up the ladder and establish a community collaborative learning wall.
- Learning is about transformative moments regardless of venue.
- Volunteering as a learning pathway
- We must recognize the value of non-traditional learning.
- Employers as co-creators of talent
- How do we measure different forms of learning?
- Governments must play a role in recognizing non-traditional credentials
- How do we scale and recognize transformative learning experiences?
- Stop seeing learning as an event.
- We must recognize diverse credentials
- We need learning agents to support people in finding their path.

Insight 8: Calgary's Labour Market is Not Inclusive

The existing labour market embeds systemic bias based on gender, ethnicity, age, and socio-economic capacity. We must commit to developing an inclusive labour market, open and equal for all. This starts with transitioning to competency-based hiring.

Selection of participant perspectives:

- Thriving companies need to drive inclusivity.
- Confront system bias.
- Diversity, equality, inclusion is an opportunity.
- Need anti-racist policies to address implicit bias
- White privilege. Decolonization? Truth Reconciliation Commission? Diversity, equality, inclusion?
- Learning is indoctrination.
- Indigenous ways of knowing.
- Privilege is power.
- Hiring needs to reflect our community.
- Challenge proxy-based hiring.

- Unbiased job postings? Descriptive? What can/ can't teach
- Rethink how we interview, screen candidates.
- How to assess values, culture and fit while mitigating bias
- Welcome differences
- Everyone is difference – listen and learn
- Diversity creates curiosity

Insight 9: Competency-based Hiring Practices

Unlocking the learning system through navigation will require qualification assessment and certification systems for employers. We must shift to competency-based hiring practices. This shift will begin to unlock the learning system by valuing evidence of skills, not exclusionary paths to developing them.

Selection of participant perspectives:

- Value competency-based learning. Show me what you have done.
- We must track and badge human skills
- Assessments need to be reimaged.
- Show, Don't Tell.
- We need trustable and portable learning outcomes
- Training must be date stamped
- Can we define an employment application system to remove bias?
- Resumes are a terrible way to find real talent.
- Competency-based portfolios
- Kills resumes
- We need people to learn how to tell their story in a meaningful way.

Part 3: Connecting to Framework

The next step was to connect the consolidated insights from *LearningCITY 2022* with the *Calgary Skills Development Framework*, including goals, priorities, and measures. From this analysis, a series of gaps emerged contributing to refinement of the draft framework.

Insight	Link to Goals	Link to Priorities	Link to Measures
1. It is not a System Today	Establish enabling infrastructures to transform the current closed learning system into one that is open, competitive, and driven by innovation.	Pilot the Calgary Talent Lab to deliver city-level priorities demands. Refine and scale harmonized enabling skills. Host annual "state of talent" event. Conduct skill development policy review.	% skill developers collaborating Total collaborative projects Funding for collaborative projects WIL engagement
2. Culture of Learning – <i>Learning as a Community Value</i>	Calgary's learning system is open, competitive, and driven by innovation Employers transition from being consumers of talent to becoming active co-creators of talent	Leverage work-integrated learning (WIL) to embed employers are co-creators Develop and scale tools to facilitate the development of adaptive identities.	% employers who define professional development as a community investment mechanism. % employers collaborating in professional development and training (e.g., Talent Lab). % employers incentivizing volunteering as a learning pathway.
3. Culture of Learning – <i>Embrace Risk</i>	Calgarians possess a culture of adaptive capacity and continuous learning Calgarians possess professional identities that enable them to adapt to rapid change and uncertainty Calgary's learning system is agile and adaptive	Design and scale supports for Calgarians to develop adaptive professional identifies	% of Calgarians developing high demand enabling skills % of Calgarians developing high-demand functional skills % of Calgarians possessing confidence in their capacity to adapt professionally

<p>4. Culture of Learning – <i>Adaptive Capacity</i></p>	<p>Calgarians possess a culture of adaptive capacity and continuous learning</p> <p>Calgarians possess professional identities that enable them to adapt to rapid change and uncertainty</p> <p>Calgary’s learning system is agile and adaptive</p>	<p>Refine and scale harmonized enabling skills as the foundation of personal adaptive capacity</p> <p>To unlock system capacity, refine and scale decoupled credentials</p> <p>Leverage work-integrated learning (WIL) to accelerate adaptation</p> <p>Design and scale supports for Calgarians to develop adaptive professional identifies</p>	<p>% of Calgarians developing high demand enabling skills</p> <p>% of Calgarians developing high-demand functional skills</p> <p>% of Calgarians possessing confidence in their capacity to adapt professionally</p>
<p>5. Culture of Learning – <i>The Role of Values</i></p>	<p>Calgarians are empowered to define their unique personal and professional goals and develop a dynamic plan to achieve these goals</p> <p>Calgarians possess professional identities that enable them to adapt to rapid change and uncertainty</p> <p>Calgarians are empowered to explore career pathways and match pathways to learning opportunities</p>	<p>Calgarians possess professional identities that enable them to adapt to rapid change and uncertainty</p>	<p>% of Calgarians who view they have agency over their professional and personal learning and skills development</p> <p>% employers who define professional development as a community investment mechanism.</p> <p>% employers collaborating in professional development and training (e.g., Talent Lab).</p> <p>% employers incentivizing volunteering as a learning pathway.</p>
<p>6. Culture of Learning – <i>Flip the Model</i></p>	<p>Calgarians are empowered to define their unique personal and professional goals and develop a dynamic plan to achieve these goals.</p> <p>Calgarians are empowered to explore career pathways and match pathways to learning opportunities</p>	<p>Scale EDGE UP reskilling program.</p> <p>Launch WIL consortium.</p> <p>Expand inclusive programming.</p> <p>Harmonize career and skill navigation tools.</p>	<p>% of Calgarians aged 25–54 are active on a common career and skills navigation platform</p> <p>% of Calgarians who view they have agency over their professional and personal learning and skills development</p>

<p>7. Unlock and Empower Through Navigation</p>	<p>Calgarians have access supports that empower them to explore career pathways available and match these pathways to learning opportunities.</p>	<p>Prototype a harmonized career and skills navigation support. Host annual "state of talent" event</p>	<p>% of the skills developers engaged in collaborative projects Number of collaborative projects within, and across, the ten skills developer sectors Funding secured for collaborative projects both within and across the ten skills developer sectors % of new skills developers who achieve year ten</p>
<p>8. Calgary's Labour Market is Not Inclusive</p>	<p>Calgarians are committed to confronting the systemic bias in our labour market. Employers are committed to confronting the systemic bias in our labour market Learning opportunities are designed by the communities for the communities</p>	<p>Develop and scale justice, equity, diversity, and inclusion (JEDI) resources for small-medium enterprises Calgary refines and scales decoupled skills certification Collaborate with Canadian peer cities to harmonize JEDI benchmarking</p>	<p>% of employers implementing justice, equity, diversity, and inclusion (EDI) initiatives % of employers adopting skills-based hiring practices % learning opportunities designed by the community they are intended to support Alignment of executive and board to city's demographic composition Tracking national media mentions of Calgary's inclusive labour market</p>
<p>9. Competency-based Hiring Practices</p>	<p>Employers are committed to introducing employment practices prioritizing evidence and skills.</p>	<p>Calgary refines and scales decoupled skills certification Calgary refine and scale harmonized enabling skills:</p>	<p>% positions that do not explicitly ask for minimum academic credential % employers who adopt competency-based hiring practices.</p>

Part 4: Where From Here?

The goal of *LearningCITY 2022* was to stimulate discussion about the role of learning in meeting the current and future demands of Calgary. The baseline for this discussion was the draft *Calgary Skills Development Framework*.

The outcome of *LearningCITY 2022* reinforced many of the voices and perspectives over the past four years of this project that identified that change is not simply about adjusting the learning outcomes for students in kindergarten, university, or college. It's about re-envisioning the culture of learning by recognizing that traditional education systems, though essential, are only a small component of our city's rich, but fragmented learning system.

However, this system-level challenge demands a system-level solution. The future of our city will be defined by our ability to operationalize a vision of both a dynamic and adaptive learning system and labour market that is inclusive. In the system envisioned in the framework and by participants, employers, educators, policymakers, and learners are co-creators. For learners, it means we must take increasing ownership of our learning, regardless of whether we are 16 or 60. For employers, it means investing in learning far earlier, on a sustained basis, and recognizing that investing in learning is an investment in their community. For policymakers and educators, it requires support for the timely development and approval of programs that provide the foundation of a re-envisioned open learning system designed to train adaptable citizens.

This level of collaboration envisioned in the framework and by participants will be difficult. However, as many participants identified, the greatest challenge is not external, but the embedded rules, routines, practices, and cultures that influence our individual mindsets, behaviours, and organizations. Yet, participants were clear that the level of collaboration, compromise, and consensus required to implement this vision is an essential step forward. Therefore, this framework is a call for collaboration and commitment to continue rethinking talent in Calgary and innovate our future together.

Operationalizing the *LearningCITY Collective*

We are encouraged that **83 *LearningCITY 2022* participants** signed the commitment wall at the end of the event. A critical next step will be establishing a diverse and representative governance structure for the *LearningCITY Collective*. The *LearningCITY Collective* is a collaboration of organizations and individuals engaged in the learning system including learners, educators, employers, funders, and policymakers. The *LearningCITY Collective* is independent of government or civic entities. This collective will act as the forum for collaboration and operationalization of the *Calgary Skills Development Framework*. The *LearningCITY Collective* will incorporate three governance mechanisms to balance engagement, inclusiveness, and accountability.

1. *LearningCITY* Board
2. *LearningCITY* Standing Executive Committee
3. *LearningCITY* Champions

LearningCITY Board

The *LearningCITY Collective* will be guided by a *Board* composed of participants from Calgary's diverse learning system. The Board exists to help further the mission and aims of the *LearningCITY Collective*. The Board is mandated to:

- Provide strategic guidance on delivering the vision of the Skills Development Framework.
- Prioritize annual work plan for initiatives to be undertaken by the *LearningCITY Collective*.
- Prioritize the allocation of *LearningCITY Collective* resources.
- Support securing resources to deliver the Skills Development Framework.
- Support building formal and informal partnerships among individuals or organizations to deliver the Skills Development Framework.
- Ensure the currency of the *Calgary Skills Development Framework*.

LearningCITY Standing Executive Committee

The *Standing Executive Committee* will be a group of four to six people mandated to:

- Provide oversight on the day-to-day operations of the *LearningCITY Collective* in accordance with the direction set by the Board
- Manage work undertaken by the *LearningCITY Collective*
- Manage resources to support work undertaken by the *LearningCITY Collective*
- Drive collaboration and coordination between organizations in Calgary's learning system

LearningCITY Champions

The goal of a *LearningCITY Champion* is to establish a formal network between the diverse components of the learning system. The role and responsibility of Champions will be defined based on the needs of the *LearningCITY Collective* and the community. This includes:

- Provide feedback to ongoing work
- Share updates with their communities
- Engage in *LearningCITY Collective* initiatives

To help transform Calgary into a *LearningCITY* visit LearningCITY.ca

Appendix 1:

Participating Organizations

321 Growth Academy	connectFirst Credit Union	MobSquad
Action Safe	CPHR Alberta	Momentum
ActionDignity	CRESA Calgary	Mount Royal University
Adarsh Consulting Inc	Crowsnest Pass Learning Ecosystem	New Idea Machine Inc.
AIESEC	Curio	Omnex inc & IMSN Ltd
Alberta Innovates	Decisive Edge, Inc.	Parkland
Alberta IoT Association Ltd.	DS Lawyers Canada LLP	Partner Consulting
Ambrose University	ECO Canada	PCL Construction Management
Arcurve Inc.	Elk Willow Consulting	PetroLMI
Arts Commons	ENMAX	Platform Calgary
Aspen Properties	Experience Economy Hub	Rainforest Alberta
ATB Financial	FeverSports	Redpoint Media Group
Attabotics	Freelance	Rob Crooks Consulting
AUARts	Fuse33 Makerspace	Routeique
AWS	Future Fit Cities	Ryerson
Better Business Bureau	Genesis Centre	SAIT
Big Art	Gradient MSP	Shaw Communications
Big Brothers Big Sisters of Calgary and Area	Grey Eagle Casino	Skills4AllOurFuture
Bird Creatives	Hartzler Enterprises Inc.	Slalom
Blackline Safety	Haskayne School of Business	Solution Tree
Bow Valley College	Helcim	Spanicarts
BrainStation Inc.	Hispanic Arts Society	Sparks Planning Group
Brightspot	Hydrogen Smart	Sport Calgary
Calgary Academy	ICOM Productions	Strathcona-Tweedsmuir School
Calgary Board of Education	IGS	Suncor Energy
Calgary Centre for Newcomers	iMöbius Ingenuity, Inc.	Symend
Calgary Chamber of Commerce	InceptionU	Tacit Edge
Calgary Chamber of Voluntary Organizations	India	Tacit Edge Product Leadership
Calgary Downtown Association	Innovate Calgary	TD Canada Trust
Calgary Economic Development	J5	Tech Mahindra
Calgary Film Centre	Jazz Aviation LP	TEKsystems
Calgary Folk Music Festival	Jobs Alberta	TELUS
Calgary Game Developers Association	KMS Coaching	Telus Spark Science Centre
Calgary Innovation Coalition	Kokemor Studio	TESNA
Calgary Library	KPMG	The Alcove Centre for the Arts
Calgary Municipal Land Corporation	Kudos	The Immigrant Education Society
Canada West Foundation	Learning ecosystem CNP	Trans Mountain Corporation
Careers In Technology and Innovation	Level Playing Field Inc	U.S. Department of Commerce
CAREERS: The Next Generation	Lighthouse Labs	University of Waterloo
Carya	Livingstone Range School Division	Upwardly Careers
Casa Mexico	MakeFashion	Vibrant Communities Calgary
CCIS	Manpower	Village Sports
Centre For Social Impact Technology	Market Collective	VizworX Inc.
ChatterBox Theatre Society	MasTec Canada	Volker Stevin
Chirp Foods	Mastrius	Volly
City of Airdrie	MB Consulting	WCG Services
City of Calgary	Measurable Genius	WestJet
	Michelle Schurman Consulting Inc.	Wipro Solutions Canada Limited
	Alberta Chambers of Commerce	WorkForce Strategies International Inc
	MK Strategy Group, Inc.	Worthington PR and Story
	MNP Community & Sport Centre	

Appendix 2: Raw Post-It-Note Transcription

Below is the raw post-it-note transcription by table. Note that for conciseness transcriptions were edited and duplicate post-it-notes were not transcribed.

Table 1	Table 2
<ul style="list-style-type: none"> • Failure makes good leaders • Horizontal skills. • Importance of reframing identity. • Navigator services • Confidence critical for leadership • Importance of growth mindset • STEM to STEAM to STEAMED • Importance of values at a young age • Cynefin Centre • Observe. Orient. Decide. Act. • Love thy neighbour. • Hiring must start with values. Leaders must be educated. • Competency based learning. Show me what you have done. • Resiliency. Agility. Curiosity. Eagerness. Creativity. • Employers as co-creators. • Fragmentation and low connection. • Interconnect business of different ages to mentor and support. • Ecosystem. Curate. Navigate. • Transformative moments. Location. People. • Is it a system? 	<ul style="list-style-type: none"> • Values = skills • Openness to failure • Assessing enabling skills • Flexibility to employers to change the rules • Community engagement – opportunity to recruit. • Good employees and good citizens. • Loyalty to company without investment • Frameworks like AFK learning hub • Open learning = rigorous platform • Leverage current work experience programs in grade 10-12 • Apprenticeship programs. Learning + Value to employers. • Social programs are learning, and corporate support is essential to build this as a talent pipeline. • Investment or spending • Learning through failure...but it costs \$ to fail. How to reconcile. • Cost of taking a leap of faith in a person. • Technical skills are tablestakes. • Citizenship is an action word. • We need Learning agents. • We need resourceful humans. • High expectations at start – but need patience. • Anecdotes vs. data. • I can teach someone to code – but I can't teach someone to be a nice person – WRONG. • Capability assessments • Team – coach is focused on this game, the next game. GM is focused on next season's pipeline. • Self-selecting legacy • How do you learn to be an effective person? Support <ul style="list-style-type: none"> • Anlia's contribution to framework <ul style="list-style-type: none"> ○ JEDI expertise ○ Newcomers for employment ○ Low-cost space
Table 3	Table 4
<ul style="list-style-type: none"> • Strategize to the north star • Take risk as an employer • Not everyone cares about values, for some it's just a job. • Training must start earlier. • Need systems to support assessing talent at scale without it becoming mechanical. • Non-traditional learning matters. 	<ul style="list-style-type: none"> • How do we recognize value from non-traditional learning? • Thriving companies will drive inclusion. • Move away from resumes. • Open system requires both collaboration and co-opetition. • VenCap companies need more diverse backgrounds. • The government has a role to play in reducing barriers for newcomers by recognizing credentials.

<ul style="list-style-type: none"> • Learning through failure needs reflections and support to learn or they are just failures. • Values • Align values • Technical skills are a default • Training must be date stamped. • Employer mindset • Employers must change • Generation pandemic • Culture of Trying • Curiosity in other • OK with failure • Work with the voices you have • What happens if you don't train? • Culture of learning • Person first. • Know yourself. Children need to learn who they are. • Genuine wish to contribute. • Better mentors and coaches. • Arts to model. Collaboration. Enabling. Learning new skills. • No one will ask for grades. Learn in a manner best for you. • Make room for intentionality. • Citizenship is a verb. Employers need to invest in the community. • Empowerment agents, not Learning agents. • Better mentors and coaches for a life journey. • Recognize diverse credentials. • Workforce is changing. Employers need help to understand. • An empty degree is not as important as what you can do. • Do things for experience. • Why are we still using resumes? Terrible method to find talent. • It's your future. No one else is coming. • Start a workplace choir. • School for parents. • Indigenous ways of knowing. 	<ul style="list-style-type: none"> • Leaders need to empower people to learn. • Active mentoring and coaching. • Need to value creativity more. • Engage people at a creative level to drive change. • Support non-profit learning. • Employers are not ready to shift thinking. • EDI as an opportunity. • Boundary busting is the key to the future. • Assessments need to be reimagined. • Employees will judge employers based on their desire to invest in learning. • Terminology gets in the way. • Lowest proportion of degrees in Canada. • Education as a proxy. What can replace it? • Skills development is an ecosystem. An ecosystem of ecosystems. • Rethink HR practices. • Investing in people = investing in community. • Optimize learning moments. • System is not broken. Rahim. • Challenge proxy-based hiring. • If organizations recognize they are community educators, an employee leaving is not wasted. • Coaches and mentors to support navigation • Each generation needs attitudes, values, and skills needs. • If indigenous community is important, why do we read land acknowledgement off a script? • Less thinking about the future and more about experimenting now.
<p>Table 5</p>	<p>Table 6</p>
<ul style="list-style-type: none"> • Value alignment • Recognize value of life experience • Adapt, resiliency, flexibility • Diversity on the fringes of downtown, not the core. • Learning how to learn • Reduce barriers to access 	<ul style="list-style-type: none"> • Our processes are good at producing human resources, but we need to get better at producing resourceful humans. • What can you do? • Learning agents • Competency based assessments and portfolios • Allow people to make mistakes but then guide them what to do next time... • Agile curious problem solvers • Why isn't entrepreneurship one of your options? • We need to support employers in understanding what the community needs from their staff and how they can be developed.

	<ul style="list-style-type: none"> • Regulatory and financial regimes are stifling post secondaries. • Don't underestimate individuals' capacity to navigate the climbing wall if given tools. • STEM only future is BS <p>Collective Effort</p> <ul style="list-style-type: none"> • Need to overcome systematic challenges • It's up to all of us. One person at a time. • Most do not find that spark until later in-life. We need to increase exposure to a variety of career paths. • Career counselling starting in grade 10 and mandatory in degree. • Kill resumes • Employers need to take a chance. • Employers expect new graduates to have experience. • Employers as co-creators. • Where is accountability in system – chain of blame • Financial pressure on PSI system • Must confront bias • Employers need help. • Balance enabling vs. job skills. • Horizontal skills • Pathways advising • Accountability for enabling skills • Employers need active role in learning system • Disconnect between what they say they want (enabling skills) and what they actually hire for. • Great employees are great citizens.
Table 7	Table 8
<ul style="list-style-type: none"> • Build a human skills track record like scout badges • Change mindsets to understand long-term benefits of learning • Embed learning into company value proposition • Companies commit to a learning environment – conferences, PD... • Learning and development from many different venues • Risk of imposter syndrome • Create permission space to explore new skills • We need to learn about the next generation and their aspirations • How do I learn from young people? • People will incentivize people to grow • Community grows with adaptability • Safe space to explore • Define learning as a skill • Technical skills are tablestakes, enabling skills are the differentiator • Must capture all the touchpoints across one's life. • How do scale transformative learning experiences • Regulation and \$ get in the way of innovation • Learning killer skill • Relationship vs. accessibility. Trust at scale. • Growth mindset in workplace • Dynamic learning • Pathway advising • Learning journey • Building confidence in competence • Learning is never wasted 	<ul style="list-style-type: none"> • Learning agents • Pay people to play • Purpose. Values. Flexibility. • Life is not a straight line. • Look beyond local for learning opportunities • No one else is coming. It is up to you. • Having fun. Live. If someone will pay you. Great. If not, find a way to do it anyway. • Does a credential get you up in the morning? • Chunking education. • Aligning values. Aligning passions. Flexible to protect against obsolescence • Why beyond credentials. • Learning is not a life stage. It must be embedded in life. • Learning agents are critical to support navigation. • Need central navigation system • Blow-up the ladder and establish a community collaborative learning wall. • Resource humans • Own your journey • Pay to play. Work-life balance matters. • Can train skills, can't train values. • Learning needs to be a la carte • Jobs are not jobs; they need to be part of you. • Embrace flexibility • Learning and working experiences are changing, we need to adapt with this. • Allow room for failure.

<ul style="list-style-type: none"> • Trustable and portable learning outcomes • Our learning systems need to learn too! 	<ul style="list-style-type: none"> • We can't get to where we have been going by the status quo • Support. Alisa Foreman from BVC.
<p>Table 9</p>	<p>Table 10</p>
<ul style="list-style-type: none"> • Willingness to try • Need to define values • Temporary foreign workers program • Facilitating learning. Pathway advising. • Who owns the problem? Who gets the ROI for investing in the solution? • Stop expecting the ladder manufacturers will get you there. • Co Creation • Industries and occupations need to articulate what their firm provides to purpose and meaning • Pattern recognition • Not HR – RH. • Resiliency is a privilege. They have options. • Curiosity and imagination • Curation of content • Soft skills are more important than technical skills for early-stage career • Learning is not an event. • Learning agents • Employers need to understand purpose • Systemic bias • Life experience matters • Signal vs. noise. • STEM. STEAM. STEAMED. • Values • Learning how to learn • Recognize enabling skills • Learn how to learn • Focus on experiences, not outcomes • What can you do? Value alignment – employee – employer. 	<ul style="list-style-type: none"> • Unbiased job postings? Descriptive? What can/ can't teach • How we hire • Rethink how we interview, screen candidates. • Cultural fit • Can adaptability and resilience be taught? • Life skills vs. technical skills • Collaboration requires communication. Who is responsible? • Build environment to support the individual • More bravery – more creativity. • Need to create a learning culture • Curation of content requires an end goal. Who is better than the individual? • Can companies strapped for cash afford to foster self-development? • What is innovation? • STEM v STEAM – dilutes the word and makes it less meaningful • Doing as learning • Mentors' leaders see their employees/ people • Learning and training as mutually beneficial • Training as Community Investment • Must be able to articulate skills • Learning agents. Mentors. Scaling. • Knowing what you don't know. • DEI is a journey • Shadow workday • Companies need to pitch – “why them”? • Citizen as a verb – not a noun. • Learning is not a factory. • Enabling skills are horizontal • Not HR. Resourceful humans • New forms of learning can expedite it. • Scale = recognizing and verifying learning • Power of ecosystem • Individual ownership of learning • Values = culture – what values does our community need to entrench to grow learning. • Youth hiring practices • Resiliency before flexibility (or run in parallel?) • Skill building responsibilities – who? • Change factory. • Mentality at scale. How do we change? • Confront system bias
<p>Table 12</p>	<p>Table 13</p>
<ul style="list-style-type: none"> • Recognize credentials • Helping people tell stories in meaningful ways • Allow people space and time to develop skills • Culture shifts – values • Recognize non-traditional learning • Capacity to build and collaborate • Curiosity as a value • Micro-credentials. Interconnection. 	<ul style="list-style-type: none"> • Early talent readiness • Change the hiring process • Volunteering and community as a learning pathway • Learning from failure • Establishing system incentives • Reward enabling skills • Education is about knowing who you are • Learning is not a single event

<ul style="list-style-type: none"> • Cross sector information exchanges • Competencies vs resumes • STEAMED • Experience as skills development • Bias • Values • Mobility • Training • Retention • Results • Employer of choice 	<ul style="list-style-type: none"> • Coopetition • Co-create talent • Broaden exposure to career pathways • Recognize all credentials • Good person. Not just a good fry cook. • Functional skills as tablestakes • Role of mentors • Learning to learn • Empower education • Education is about knowing who you are.
Table 14	Table 15
<ul style="list-style-type: none"> • Building strong communities with enabling skills • Start young. Impact of first job. • Recognize workforce Is fluid • Social navigation • Prioritizing • Break down institutions • Individual learning • Cycle time and obsolescence • Does province controlling curriculum hinder adaptability • Empty credentials • What they bring vs. how they bring it. • Recognize all credentials • Open to failure • How can we teach resilience? • Post pandemic impacts on young people. • Create opportunities to explore • Importance of self-awareness • Find ways to scale opportunities • Leverage learning experiences • Addressing predatory recruiting or broken promises • Authentic assessments • How do we teach people to thrive in VUCA? • Make your own future • Have fun 	<ul style="list-style-type: none"> • Importance of goals • Interdisciplinary outcomes • Create resourceful humans • Foster failure • Resiliency from failing • Companies need to do better – coaching • What is the difference between vision and strategy? Do they need to always align? • Listen to what the community is asking for • Think about skills that run across industries
Table 16	Table 17
<ul style="list-style-type: none"> • Citizenship Is a verb • Knowing yourself through community work • Foundation is health and well-being • How to attack in K-12 • Need consequences in K-12 system • Mentoring • Where is the <i>LearningCITY</i>? • Learning how to learn • Learning agents • Formalize learning process in organizations • Systems thinking • Expectations of the perfect hire remain too high • Increase inclusivity • Hires need to reflect community • Need agility. How do we grow agile people? • Help staff learn to navigate unpredictable • Learning how to learn • Mentors • Role of high school in preparing young people • How to organizations work with educators 	<ul style="list-style-type: none"> • A mindset of abundance • Learning is not a specific event • Horizontal skills = enabling skills • Power of informal learning • Create transformative learning moments • Asking what people need to grow • Failure is learning • Fail Forward • Put failing first • Calgary = entre spirit • To learn is to connect • Not just STEM, but STREAM • Create a larger sense of belonging in our community • Travel is valuable for different senses of community • Stairway = growth at all costs • Vision & enthusiasm = key • Employers must be part of learning system • Enabling skills are in demand, yet hiring focuses on technical - why? • Junior executive coaching earlier • Diversity creates curiosity

<ul style="list-style-type: none"> • Youth are vulnerable due to the pandemic • Change needed in system and culture • Seek experience 	<ul style="list-style-type: none"> • Need to equip people how to learn • Need "learning agents"
Table 18	Table 19
<ul style="list-style-type: none"> • Stop talking about what, start with how • COST of learning is a barrier to learning • Power in hands of institution does not help individual • Open recognition • Open learning • Employers are not growing people - don't see the value • Trust in credentials? • Quarterly numbers and short term \$ = barrier to change • Investing in people - overall labour pool grows • Need common language to articulate competency • Creating a culture who says "why" • Do people really live their values? • Culture is barrier for new Canadians • Employers only think transactional • Adaptability is key • Media - how they can help identify pathways • Changing work to value talent diversity as a foundation • How to change society / parent's views that students must choose a career in high school? • Craft rolls and jobs • Don't do for others what they can do for themselves • Look for candidates in "unrelated" fields 	<ul style="list-style-type: none"> • Issue: profit mindsets • Hands on learning • Higher education is beyond teaching adaptive mindsets • City Hall School • Businesses are part of a village to raise children • More focus on economies of newcomers • Learning is not an event • Training does not have to be formal • How to get employers away from needing traditional talent • Paid internships in high school • Design your life • Learning = manufacturing or increasing quality of life
Table 20	Table 21
<ul style="list-style-type: none"> • Need to address racism and systemic barriers while hiring • Create responsive and open conditions in workplace • Focus on experiences not outcomes • Redefine success • Educational focus on skills and content does not help self-knowledge and identity • Skill development needs to be community effort • Change rules and practices • Industry must play a part in earlier education • Importance of self-care and wellness of employees • Authenticity is important • Miscommunication = why are people not heard? • Creativity in hiring • Everyone brings different experiences - listen and learn • Importance of knowing yourself 	<ul style="list-style-type: none"> • Make a small impact every day • Stop seeing learning as an event • Technical skills = "table stakes"? • Is the youth ready to accept life skill lessons early on? • Who is the us in the community? • Hiring practices should emphasize enabling skills • Find value in explanation • Learning is an application • Can't get to where we want by doing what we have always done • Education - should be a community task • Replace traditional skills with soft skills • Learning how to learn • Light bulb experiences important • Building talent > buying talent • Cross functional training = transferable skills • Hire for VALUES • Learning is non-linear • How to train critical thinking • Education is a local and personal priority • Underutilizing a whole generation of young people • No more gatekeeping education • Employers have a responsibility to engage youth
Table 22	Table 23
<ul style="list-style-type: none"> • Employers = overvaluing traditional skills, not value of experiences • Disconnect between profit driven companies providing a sense of purpose for young people • Look at background and experience not credentials 	<ul style="list-style-type: none"> • Flexibility to fail • Resourceful humans, not human resources • Feels like learning is done to you, not with you • Skill of how to learn is critical • Learning zone vs performance zone

<ul style="list-style-type: none"> • Not what they bring, but how they bring it • Make classrooms playground for thought • Help young students develop skills outside the classroom • Talent is unprepared for jobs • Small changes in social culture of organizations • Figure out how individuals can be better prepared 	<ul style="list-style-type: none"> • More flexibility for learning opportunities • Building early learning and training for skills and values • Skill development is different than learning • More flexibility for and towards employees post pandemic • Look for hidden banks of talent • Learning and growing takes EFFORT • Why don't leaders support failure • Plan in iterations, review, correct, and move forward • Continuous improvement = many small steps • Scaffold and transfer to develop skills • Mentorship is key to support cross industry talent • Adaptability can be taught, and is essential • Curiosity as a value • Does failure even exist, or is it a learning opportunity? • Employers & educational stakeholders need to teach self-discovery and value-based learning, not "fluff" • No mistakes, only learning opportunities • Assumption that learning is only for employment or employability = wrong • Result of detaching employment from deliverables? • Emotional intelligence = language, feedback, body language • Self-monetization vs standard employment in person • Gap of classroom education and in-person jobs widening • The arts are skills, not a luxury
<p>Table 24</p>	<p>Table 25</p>
<ul style="list-style-type: none"> • Soft skills > Technical skills • Senior leaders need to allow/tolerate failure (change in mindset) • Education needs to support competency not just test taking • Learning - do we measure output or growth? • Do people live their said values? • Hiring team = more diverse the better • Competitive advantage = learning, unlearning, relearning • More repository for employers • Training and development needs to become core • Need central accountability • Horizontal skills = people who are adaptive • Adaptive traits = willingness, curiosity (how to receive an orientation for the rest of your life) • Adaptive capacity = key skill • Not rewarding "holders of knowledge" but "sharers of knowledge" • Who can afford to be part of the future, and who can't? • Resourceful humans are key 	<ul style="list-style-type: none"> • Change the rules of recruiting • How to teach adaptive capacity? • Empower self-starters • Soft skills = key to bridging talent gap • First year uni experiences are fundamental in development • How to assess values, culture and fit while mitigating bias • Employers scared of training and then person leaving • Education system does not support ALL types of learning • "Formal Education" should include more

Table 26	Table 27
<ul style="list-style-type: none"> • Disrupt hierarchical structures • Learning for humanity not economy • Deficit thinking. Training v Learning • How can we help existing employees uncover their values? • Need anti-racist policies to address implicit bias • Brain development ag 25/26 – full capacity of all functions • Are leaders also capable of being a follower • Metacognition • What is feedback? • Can we define an employment application system to remove bias? • Unleash the talent of all communities • White privilege. Decolonization? TRC? DEI? • Education is political. • Civic responsibility. • What is resiliency? • Learning is indoctrination. • Schools do little to orient people for the workplace. • Learning isn't happening in an institution that think they own it. • Privilege is power. • Learning from failure requires the ability to ask for feedback. • Cultivate joy • Lifelong learning. • Need assessments across industries. • How do we evaluate quality? • The great resignation is showing a misalignment of values. • How do companies create HR plans? • Does scalability not conflict with an ability to choose your own path? 	<ul style="list-style-type: none"> • Adaptability works both ways • Rethink recruitment process • Start skill building early • Flexibility = patience and understanding • Transparency on shortcomings - can't solve a problem if we are not honest with ourselves • Change the rules - transferable skills • Equity in Equality
Table 28	Table 29
<ul style="list-style-type: none"> • Bias in hiring - hiring people who look and think like us • Work horizontally to be competitive • Resilience = supportive learning environment • How do we hire for values? • Competitive advantage = lifelong learning • How to make experiences more inclusive • Applied learning & project-based learning • Individual accountability for learning 	<ul style="list-style-type: none"> • Ability to learn fact = competitive advantage • Wellness/lifestyle through learning experiences • Challenge yourself • Help youth to see the "big picture" • Wage funding for students • Learning platforms for business • Need learning agents to navigate learning journey • Interpersonal skills = most important • Diversity = background, skills, strength • Power of generalization vs specialization • Values are paramount - can teach skills • Failure is OK and key in learning • We can't get where we want to be by doing what we've always done • Employees should train for the sake of our city and greater good • 4-year degree is dead • Meaningful vs mechanical • The learner / student needs to drive learning

	<ul style="list-style-type: none"> • Values first, skills second • 5-year generation gap
Table 30	Table 31
<ul style="list-style-type: none"> • Diversity = creativity and wealth • Objectivity • Welcome differences • Redefine values in interview processes • Is learning for competitive advantage or collaboration "good"? • Teamwork = value the skills and experiences of others • Current disconnects between what we say we value and what we do • Embrace failure • Learning happens EVERYWHERE in different ways • Confidence in competence • Leadership and career development should start sooner • Creativity is the key to switch mindsets • Continuous search for new trends, teaching, and learning • Competitive advantage = how we learn • People are not the competitive advantage • Purpose of education = self-discovery 	<ul style="list-style-type: none"> • "It takes a village; businesses are a part of that village" • Can do attitudes • Willingness • Fundamental technical skills can be taught, values can not • HR managers need to think outside the box • Companies that do not have a purpose beyond profit will not remain competitive • Engage the local community you operate in for hiring needs • Learn how to learn • Allow for failure to move forwards • Every 5 years there is a massive change in experiences • Employers need to be more flexible for failure • Learning & training in local orgs will strengthen community.
Table 32	
<ul style="list-style-type: none"> • No representation for post-secondary on the panels • There needs to be collective for preparing students for the workforce • Need to prepare students for workforce earlier • Problem solving for not properly developed or trained employees • How to allow for failure • Experiences rather than a career • Careers imply an end point or one goal • Adaptability skills for new employees • A person's value is as important or more important than hard skills • Mentorship programs to grow students • Continuous support opportunities for employees and employers 	

Appendix 3:

Post-Event Survey Results

A total of **39 post-event surveys** were completed by participants. Below are the results, including the raw comments provided.

Advanced Communications

Satisfaction (advanced communication)

- **69%** very satisfied
- **21%** somewhat satisfied

Satisfaction (briefs)

- **56%** very satisfied
- **36%** somewhat satisfied

Comments

Comms were detailed (but not too detailed)

Pointed to specific documents and prioritized information well.

Was very well organized and set the expectations

They were very interesting, and I appreciated that you asked for feedback as they went. Personally, I read them all at once on a flight the week of the event. The amount of repetition between the briefs then was made very clear, with entire sections copied and graphics repeated. I see how this would be useful if you were reading them weeks apart, but the reading could have been condensed.

Had quite a few emails wasn't able to keep up with them all

The detailed communication of the event was very helpful.

Pre-event communication was at exactly the right level for what I needed - timely, appropriate, and not overwhelming. I appreciated the number and level of emails, as it helped myself and my stakeholders be appropriately informed.

They were interesting and provided good context for the topics being discussed at the event. My one piece of feedback is that they had a lot of repeat information, so reading through all of them felt somewhat redundant.

I was added to the event just the day before so I can't comment on the pre-event comms.

Everything was excellent, but I found it difficult to find time to thoughtfully go through all of the material.

These were well prepared. I appreciated receiving these prior to the event. The only change I would suggest is to make them a little shorter. Took me a while to get through them all - which of course, despite having received them well in advance, I left to the last minute.

The briefs provided context to the event and got me excited to attend.

Enjoyed having the framework ahead of time!

Excellent work - love the visual frameworks!!

Thank you for sharing resources - in advance - of the session.

It would be beneficial to have a list of potential 'wins'. This would allow each person to understand areas they could participate (inclusion) to advance the vision.

Event Flow

Satisfaction

- **49%** very satisfied
- **41%** somewhat satisfied

Comments

I think the panelists and agenda flowed well. I was looking forward to Nicholas Newness to speak.

Only opportunity for improvement would be a mix-up of the tables for more networking and cross-organisational idea development.

I feel that there was a lot of talking from the front (3.5 hrs) and not a lot of interaction from the floor to drive engagement and group think (1 hr)

Wonderful MC!

The breadth of content (including the pre-event briefs) could definitely have supported a full day of engagement and group work. (I recognize there's a balance with attendees' availability for a morning vs full day. Perhaps a panel-based morning for broader participation, followed by smaller working session(s) in the afternoon?)

It was great. Left us wanting more. Likely a very good thing!

The plan to have people act / react and take action right after the panels was good. I felt that a different way or protocol of getting that action recorded might have been interesting to try. The way it was set up did allow for the more vocal people to have their voices dominate.

It did feel a little rushed, though I appreciate it was a half-day event. Kind of wish we had some short 5-minute buffer/changeover breaks for people to run to the washroom or whatever between each session.

I really enjoyed the mix of panel speakers followed by table group discussions.

Was a great event . Found it informative

The agenda was good. However, it should have more time for questions after each panel.

Assuming a similar audience in 2023, it would be good to provide more time for audience Q&A and discussion, rather than panels. Assuming the audience has a base-level of experience/knowledge, consider how to use this to move the conversation and actions forward. There is huge value in bringing together that many different types of stakeholders from across the city, so don't lose sight on what can be gained/actioned as a result of those in the room (and find ways to hold them collectively accountable to such).

I would have liked the event to be a little longer so we would have had more time to dig into the topics presented.

I mean except for the issues with the microphones it was great.

Loved the interactive components.

Second panel was more insightful than the first.

Allow more time for group work

The second panel was great and engaging. The first was so-so.

I was expecting more interactive/workshop-style activity.

The agenda was good, and I appreciated the casual nature of the event, but there was a lot of sitting time as an attendee. One suggestion would be to mix up the discussion groups for each discussion activity. MC was great, as was David, and the moderators and panel members. I did feel a bit of a disconnect from what I anticipated to be part of the discussion (based on the briefs) to what the discussion was, but this could have been related to my group in particular. The sound did not carry that well with some speakers using the microphone, based on where I was seated at the far end of the room. The venue selected for the event was inspiring from the moment I arrived, which I felt aligned well with the event objectives.

I loved the 2nd panel - lots of important take-aways for my work with future teacher preparation !!

The sound was terrible. Very difficult to hear speakers.

This was an event where you could have demonstrated an innovative approach instead of sticking to a conventional format.

I can understand the benefit of 'small wins;' however, each table could have provided a few ideas for future activities, collected through the event.

Overall Event

Satisfaction

- **56%** very satisfied
- **36%** somewhat satisfied

Feedback

It's great that you provided snacks, but you did not offer a gluten-free option (e.g., fruit). While it can be hard to accommodate all dietary needs, it is inclusive to do so.

Please improve the audio preparation. It was very difficult to hear presenters clearly.

You'll likely get a lot of feedback on the feedback. Sound was not great. The space is probably a big part of the problem for a group that big.

Would have been great to possibly have folks chat with more than just their table? Also, the panels were interesting but found that maybe too similar in their overall input/commentary.

Found the MC to be absolutely wonderful and kept people engaged.

Also, Dr Stephen Murgatroyd was inspiring and would have loved to heard more from him.

Thank you for this event and all the folks! Was really amazing

Industry/employer panel on lessons learned from deploying a rapid-onboarding pilot for newcomers with demonstrable competencies but deemed to have deficient credentialing.

(...the pilot would need to be deployed, with committed employers as sponsors and participants, in order for a panel to discuss the lessons learned therein...)

Better AV would help.

local hospitality providers. No need to use Tim's - Consider more democratic structures like learning circles for feedback

there was a very obviously lack of Indigenous content - Blackfoot ways of knowing and protocols are conversation. These kinds of large events with people from different walks of life are precious opportunities for reconciliation in action. Missed opportunity.

I would also ask David Finch to learn about the impact of western youth using Asia as an exotic place to backpack and learn about themselves. This comment stood out as being out of touch.

As you already know, the sound for David Finch's presentation was difficult.

Perhaps more time for questions by the audience.

It's still not clear to me what the purpose or goal of this particular event was. Was it just an introduction to the collective?

As part of the inclusion arm of this, how can we engage the people who weren't attending this event? We had a lot of upper-middle class white-collar office workers gathering in downtown for a discussion on how we can be more inclusive, so how do we engage the blue-collar sectors, the shift workers, immigrants, students, and unemployed people? We won't be able to get Calgary on board with a vision if we don't engage with a majority of Calgary.

If the same venue is used, provide screens and better audio for those who are not seated directly in front of the stage.

Comfier chairs?

I said 'somewhat' only because of the audio at Platform. It wasn't easy to hear the speakers, and the panel discussion and even the working sessions were challenging to listen to what the group was saying.

The content was great, it was just a challenge to hear it.

These are always great events and the right pieces of conversation. For the next event, I would like to see more focus or maybe sub-committee style with focused breakouts as to how we can break down silos but on specific topics that arise out of this event. COVID put a massive disruption in this work, so it would be good to consider what will come out of this event that can be actioned by different groups coming out of this to keep-up the momentum.

It was very difficult to hear in this room. It got better in the second half when they moved the one speaker to hit the far side of the room (where the food was), but that was about it.

I would have liked some time to pose some of our ideas & debrief with the whole group. I understand that's difficult to do with so many people, but it would have been good to hear the thoughts from other tables.

Get rid of all the woke. I have no patience for platitudes about the building we were in being on the former site of an Indian graveyard which was later a train depot, then a parking lot, and is now a fancy parking lot with a coworking space. Get on with business. If you want to talk to businesspeople, don't bring your academic thinking constraints. It leaves a sour taste in our mouths. Similarly, can we talk about effective education for the workforce without agonizing over race and sexual preferences? It's a waste of limited resources and seems to be going out of favour. If there is a business argument for it, present it on its merits, don't tell me about X% of X role are women/gay/indigenous. Best people, best training, best performance. Period. Considering that the most successful businessperson included in the event was Canadian-born but of non-Canadian descent, and was responsible for creating over 1,000 jobs, I don't think we have a race problem. But we do have a credentialling problem. Fix the system and the perceived bias with disappear.

You probably already know this, but sound system was not great. It was hard to hear and understand, especially David's first intro.

Also, the tables were too close together and it felt a little tight to get around. Screen on the windows would be nice to block some of the sun for those facing that way.

it might need to run for longer than 1 day to enable better networking and group work for presentation to the house

We need to actively collaborate even before the next event and results of such coalition building should be showcased at the next event.

More interactive/engaging activities.

Gluten free offerings for breakfast (fruit?)

Have these events on a more regular basis - twice a year (once in fall and once in winter)

Think outside the box! Involve different stakeholders including end beneficiaries!

Few warm-up events prior to the next big event - creating a broader pool of 'vested-individuals'.

Also: Quarterly or bi-monthly meetings on sub-topics. (Many hands make light work)