

DOCUMENT RESUME

ED 445 265

CE 080 763

TITLE Youth Workplace Education Campaign and Needs Assessment, 1996/97. Final Report.

INSTITUTION READ Saskatoon (Saskatchewan).

SPONS AGENCY National Literacy Secretariat, Ottawa (Ontario).

PUB DATE 1997-05-00

NOTE 50p.; Meghan Boychuk was the project coordinator.

PUB TYPE Opinion Papers (120) -- Reports - Research (143)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS Adult Basic Education; Adult Literacy; *Basic Skills; Continuing Education; Developed Nations; Education Work Relationship; Educational Benefits; *Educational Needs; Employee Attitudes; *Employer Attitudes; Foreign Countries; Job Skills; Literacy Education; Needs Assessment; *On the Job Training; Outcomes of Education; *Skill Development; *Workplace Literacy

IDENTIFIERS *Saskatchewan (Saskatoon)

ABSTRACT

Education and training in the workplace are quickly becoming survival tools for most organizations because their operating environments change constantly. Traditionally, many employers have looked externally to employ individuals with specific skills who can adapt to changing products and processes. Upgrading the skills of present employees was not seen as the best alternative. In the coming years, however, the external environment will not supply the number of qualified people needed. Fewer young people are entering the work force, leaving employers with fewer options for recruiting qualified people. A campaign in Saskatoon, Saskatchewan, aimed to increase the Saskatoon business community's awareness of workplace literacy and present it as a worthwhile business practice. An assessment of the need and desire for workplace education programs in Saskatoon was also conducted. The research revealed that Saskatoon businesses are not hampered by basic skills deficiencies--at least not to the extent that action must be taken. Employees are eager to learn; employers are willing to train, but skills development is not a priority on business agendas. Target areas of training identified by respondents presume an existing foundation of basic skills, with areas such as computer skills and customer relations skills cited as targets for training. No specific actions can be recommended at this time since the point to take action has not been reached. However, any efforts to maintain awareness of the benefits of workplace education, particularly to small businesses, are well expended. (Contains 9 references.) (KC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL HAS
BEEN GRANTED BY

M. Boychuk

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

1

Youth Workplace Education Campaign and Needs Assessment 1996/97

Submitted to the National Literacy Secretariat

By



READ Saskatoon

May 1997

BEST COPY AVAILABLE

**Youth Workplace Education Campaign
and
Needs Assessment
Final Report**

By READ Saskatoon



Project Coordinator:
Meghan Boychuk

Submitted to the National Literacy Secretariat
May 1997

Acknowledgements

The project coordinator and READ Saskatoon would like to extend many thanks to the following people and organizations, for their input and assistance throughout the project:

all research participants, especially those at *Hitachi Canadian Industries, K Mart Canada, Saskatoon Inn, and Impact Marketing Services Ltd*

Ginny Carpenter, Workplace Education Consortium in Saskatchewan

Pat Hoffman and all members of the Workplace Education Working Group

Deanne McKenney

Kimberley Onclin

Phyllis Ramsden, Workplace Education Consortium in Saskatchewan

READ Saskatoon Board of Directors

Nancy Steel, ABC Canada

Ruth Vandekamp

Workplace Education Manitoba Steering Committee

Executive Summary

Education and training in the workplace are quickly becoming survival tools for most organizations, as their operating environments are changing constantly. Traditionally, many employers have looked externally to employ individuals with specific skills who can adapt to changing products and processes. Upgrading the skills of present employees was not seen as the best alternative.

Unfortunately, the external environment of coming years will not supply the number of qualified people as are being demanded. There are fewer young people entering the workforce, leaving employers with fewer options for recruiting qualified people. **READ Saskatoon's Youth Workplace Education Campaign/Needs Assessment** aimed to increase the Saskatoon business community's awareness of workplace literacy and present it as a worthwhile business practice. An assessment of the need and desire for workplace education programs was also conducted.

The research revealed that Saskatoon businesses are not hampered by basic skills deficiencies; at least not to the extent that action must be taken. Employees are eager to learn; employers are willing to train, but skills development is not a priority on business agendas.

Companies wanting to maintain their competitiveness must be well equipped with competent, adaptable employees who can keep pace with change. Human resources should no longer be viewed as liabilities but investments. Benefits of workplace education such as increased productivity and morale, will reach far beyond the work site.

BEST COPY AVAILABLE

Table of Contents

Introduction	1
Labour Market Conditions	2
Saskatchewan's Situation	3
Education	4
Literacy and Work	5
In Pursuit of Awareness	6
Research Methodology	8
Results and Interpretation	9
Employer Survey	10
I) Profile	10
II) Training Processes and Employee Profile	10
III) Training Importance and Future Direction	12
IV) General Questions	13
V) Cross Tabulations	14
Employee Survey	14
I) Working Environment	15
II) Training Opportunities	16
III) Demographics	17
IV) Cross Tabulations	20
Recommendations/Observations	21
References	23
Appendices	
Appendix 1: Newsletter Insert	24
Appendix 2: List of Organizations Targeted	25
Appendix 3: Sample Cover Letter and Invitation from Information Package ..	28
Appendix 4: Media Release	30
Appendix 5: Newspaper Articles	31
Appendix 6: Employer Survey	32
Appendix 7: Employee Survey	36
Appendix 8: Annotated Employer Survey	38
Appendix 9: Annotated Employee Survey	42

Table of Contents

Introduction	1
Labour Market Conditions	2
Saskatchewan's Situation	3
Education	4
Literacy and Work	5
In Pursuit of Awareness	6
Research Methodology	8
Results and Interpretation	9
Employer Survey	10
I) Profile	10
II) Training Processes and Employee Profile	10
III) Training Importance and Future Direction	12
IV) General Questions	13
V) Cross Tabulations	14
Employee Survey	14
I) Working Environment	15
II) Training Opportunities	16
III) Demographics	17
IV) Cross Tabulations	20
Recommendations/Observations	21
References	23
Appendices	
Appendix 1: Newsletter Insert	24
Appendix 2: List of Organizations Targeted	25
Appendix 3: Sample Cover Letter and Invitation from Information Package ..	28
Appendix 4: Media Release	30
Appendix 5: Newspaper Articles	31
Appendix 6: Employer Survey	32
Appendix 7: Employee Survey	36
Appendix 8: Annotated Employer Survey	38
Appendix 9: Annotated Employee Survey	42

Introduction

The business environment has become increasingly complex due to rapid advancement of technological inputs and processes. Swept up in this wave of change are organizations with employees who may or may not have the *basic skills* (i.e. reading, writing, numeracy, problem solving, communication, and decision making) on which to build further. Also, young people (aged 16 to 24 years old) just entering the workforce may have general skills and the "learning mind set", but very few have job specific skills. To compound the complexity of the environment, the number of young entrants into the labour market is expected to *decrease by 25%* during the nineties (Report on Business Magazine, May, 1989).

Organizations and their constituents are therefore forced to deal with the issue of education in the workplace to keep pace with change. **Workplace education** can no longer be ignored by those who wish to remain competitive. For Canada's workforce to be able to survive, companies must start to train, *not only buy*, skilled labour (Creating a Learning Culture, 1990).

READ Saskatoon's Youth Workplace Education Campaign/Needs Assessment (1996/97) aimed to address this issue by:

- increasing awareness of workplace education throughout the Saskatoon business community,
- supporting youth and assisting them to become increasingly valued employees, and
- assessing the need for workplace education programs from both the employer and employee perspectives.

Simply, READ Saskatoon sought to offer *information* to those facing a dynamic environment. The message: *lifelong learning and investment in employees are essential for survival*. READ's efforts and outcomes will now be detailed so that workplace education and its players, especially youths, can be better understood.

Labour Market Conditions

In order to comprehend employer and employee attitudes, the context of their working lives must be investigated. Computer-based technology has had an immense impact on the workplace giving rise to global competition and a rapid pace of change. Workplaces now require more training and education, better communication and higher literacy levels.

Skilled minds are now taking over from the skilled hands of previous times (Creating a Learning Culture, 1990). Research supports this statement and indicates that employment opportunities for low skilled and especially unskilled workers, are indeed disappearing. The resulting problem is that as these workers are shuffled from sector to sector, they are not being provided with the skills to move into the newly created positions (Globe & Mail, January 15/97). Employees are being left behind as organizations have few resources to allocate to training or retraining. To sum up, times have changed and it is no longer possible to train for a lifelong career. Unfortunately, we have not prepared people to be lifelong learners (Take on the Future, 1996).

Saskatchewan's Situation

No different from the nation as a whole, Saskatchewan jobs and critical skill sets are changing in response to shifts in the economy. From 1985-1995, Choices for a Saskatchewan Training Strategy (May 1996) found that goods producing industries *declined* 11.6% but service producing industries *increased* 12.5%. The greatest job losses were in clerical and primary occupations; gains were made in the managerial and professional areas.

Provincial employment statistics for the youth sector of the labour force are especially discouraging. Comparative statistics are shown below from 1996 to 1997:

	January 1996	January 1997
15-24 yr. olds employed	70, 100	64, 800
15-24 yr. olds unemployed	13.1%	16.5%

Source: Saskatchewan Bureau of Statistics (1997)

The figures for those over 25 years old are as follows:

	January 1996	January 1997
over 25 yrs. old employed	375, 300	382, 700
over 25 yrs. old unemployed	7.1%	5.4%

Source: Saskatchewan Bureau of Statistics (1997)

Despite possessing more education than young people of previous generations, today's young people are still seen as an employment "risk". Respondents of the Ministerial Task Force on Youth (June 15, 1996) felt that although youth are

technologically literate, enthusiastic, and flexible, their lack of experience and deficiency in job values such as discipline, constitute a risk. This sentiment, along with the lack of jobs in the economy, may account for the disappointing youth employment numbers specified above .

Education

Employers want *ready made* workers with strong basic skills and the ability to learn. Some employers feel that training should be unnecessary when the young people now entering the workforce are the best educated of any generation (personal interview, January 20, 1997). Research by the Workplace Education Consortium in Saskatchewan revealed similar findings. They reported that a number of businesses currently offering workplace education programs expressed an overall concern about the future workforce, as schools are producing graduates with insufficient reading, writing, and comprehension abilities (Workplace Education Activities in Saskatchewan: An Overview, January 1996).

The education system has neither the resources nor the curriculum to instill job specific skills, so it seems that employers must take responsibility in the area of training if they want a competent and competitive workforce. Unfortunately businesses are only beginning to deal with employee training needs. They have bought the myth that Canadians are a well-educated group and picture an illiterate as a guy who signs his

name with an X or can't read last night's hockey scores (Report on Business Magazine, May 1989).

Workplace education is something which can enhance the lives of everyone involved, and the benefits will reach far beyond the immediate worksite. According to Choices for a Saskatchewan Training Strategy (1996), those firms which are succeeding in the new economy are ones that are investing in training and retraining. The trick will be accommodating the needs of present employees along with those of young workers.

Literacy and Work

Findings from the recent International Adult Literacy Survey (1995) have proven interesting, with particular implications for the workplace. Over one third of Canadian workers have *marginal* literacy skills (i.e. either they cannot handle printed material or they can handle it only in a clearly laid-out fashion). *Surprisingly, almost one in five workers in management/professional occupations are also in the marginal skills category* (Crompton, 1996).

Processes are growing more complicated and demanding more skills but the Saskatoon business community has not put skills development on its priority list. Understandably it takes substantial time and money to design and implement training/skills development programs but most employers are not aware of, or do not

feel the need for, workplace education (W.E.C.S., January 1996). Regardless, the time is fast approaching for action to be taken.

The key finding from the International Adult Literacy Survey (1995) indicates that “literacy skills must be used regularly if they are to be maintained or improved” (Crompton, 1996, 19). What does this mean for workers of today and tomorrow? It means that learning is no longer a concept applicable to the classroom alone, but should be encouraged and supported in all areas of one’s life, including the workplace. *Lifelong learning is a reality for anyone who is in the labour force and wants to remain there. The question is: do Saskatoon employers and employees agree?*

In Pursuit of Awareness

The main idea of the Workplace Education Awareness Campaign was to spread the message of lifelong learning and workplace education as widely as possible. Soon after the start of the project, an insert was written for the Saskatoon Chamber of Commerce and North Saskatoon Business Association newsletters (see Appendix 1), which in total reached approximately 2,200 businesses. This served to introduce READ Saskatoon, a new member to both associations, and the issue of workplace education.

As literacy is a relatively new topic for business, READ wanted to fit in and “do business” the way business does; therefore, a luncheon featuring a guest speaker was planned as the business community’s introduction to workplace education. The project

aimed to get needs assessments from both employers and employees, and as employers are the key to getting in touch with employees, approaching them first made sense. Using the above mentioned associations' rosters, approximately 93 businesses were targeted (see Appendix 2) and sent an information package. Businesses which contained high concentrations of youth employees such as those in the service, hospitality and manufacturing industries, were the primary focus. The information package contained an invitation to the luncheon, information on literacy and work (see Appendix 3) and a leather bookmark.

A media release was faxed to local news stations one week prior to the event (see Appendix 4). Ms. Nancy Steel, ABC Canada's Western Workplace Basic Skills Education consultant, presented a noon time information session to 23 people on January 20, 1997. Media coverage was received from STV on their 6pm and 10pm newscasts. This featured the need for workplace education, skills upgrading and a brief interview with the guest speaker Ms. Steel.

The response rate to the invitation was just over 50%, which was acceptable but showed that not many people were able or willing to attend. However, strides were made with those who attended. Shortly after the luncheon, SIECOR Corporation, an international fibre optics manufacturer, took steps to do a needs assessment in hopes of eventually implementing a workplace education program.

The last awareness effort was directed at the general public. Two display advertisements were run in the Saskatoon Star Phoenix newspaper on Friday,

February 21st and Saturday, February 22nd (see Appendix 5). One was directed toward employees and the other toward employers. Each advertisement was aimed at revealing the usefulness and benefits of workplace education programs for workplaces in the 21st century.

Research Methodology

This project was one of descriptive, quantitative and qualitative research, drawing on both primary and secondary data. A questionnaire was the tool used to evaluate employers' and employees' attitudes, profiles, and habits with the focus being on *frequency of responses*. This instrument was chosen because it accommodated a variety of questions being asked of a diverse group of people, and it also minimized time and money constraints. A copy of the employer and employee surveys can be reviewed in Appendix 6 and Appendix 7, respectively.

Those people who attended the information session completed a questionnaire. After the luncheon, more surveys were mailed out to those organizations who responded to the invitation but were unable to attend. In total, 20 employer surveys were completed after much effort and coercing from the coordinator! A summary of the results can be seen in Appendix 8 .

There was a question on this survey asking if the coordinator could contact the employers at a later date in order to administer a survey to their employees. About 8 businesses initially said yes but only 4 ended up participating due to various internal and scheduling problems. After further discussion it was also decided that because of shift work and other employer perceived inconveniences of getting a group of employees together, the employers would distribute the employee survey themselves. A summary of results from this survey can be seen in Appendix 9. The employers themselves were willing to help but perhaps it was too much to ask to meet with their employees until the idea of workplace education was a little more familiar.

Along with the survey, informal interviews and discussions with employers also added to the comments and interpretation set out in this paper. Unfortunately, no direct contact was made with employees, so insight into their views is limited.

Results and Interpretation

Lifelong learning in the workplace is just beginning to take hold in a small segment of the Saskatoon business community, particularly with large businesses. Following are the results of the questionnaires administered to employer and employee groups from various organizations.

A) Employer survey

I) Profile

A “typical” profile of the organization participating in the study is in the manufacturing sector. This company employs from 100 to 499 people and has had relatively constant employment numbers over the past year. Specific results are described as follows:

- 7/20 respondents were in manufacturing,
- 8/20 respondents employed 100 to 499 employees, and
- 9/20 respondents had a constant number of employees over the past year.

These indicators may have to do with where the original luncheon invitations were mailed. There were quite a few manufacturing organizations targeted as they employ larger numbers of youth. However, these were the organizations who responded positively to the idea of workplace education. So, can it be said that large manufacturing companies are most receptive to the idea of workplace education? Not necessarily because the sample size for this project was quite small. It is difficult to draw any significant findings from the above frequencies.

II) Training Processes and Employee Profile

There are some interesting results in this section, particularly those relating to the education levels of all people in the organization and the process whereby people apply for employment. The highlights are as follows:

- 8/20 respondents indicated that Grade 9 or lower was the *lowest* education level of those in the company; similarly
- 7/20 reported that the *lowest* level was Grade 12 or GED, and
- 9/20 indicated that the *highest* level of education of personnel was a university bachelor degree.

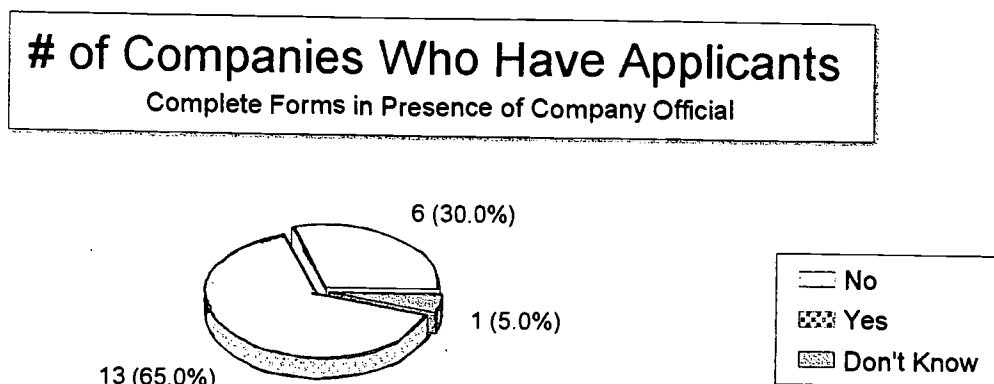
There was no significant information as to the average age or quality of the most recently hired employees but when asked about the minimum education/training requirement for new workers, 15/20 respondents said YES there was a minimum standard. Of those 15, only 8 then went on to say that the application would be automatically rejected without their specific qualification. This opens the door for the possibility of hiring workers with insufficient basic skills.

The most interesting questions in this section were numbers six and seven.

Number six asked if job applicants read and completed forms in front of company personnel and the results were:

- 13/20 said NO
- 6/20 said YES
- 1/20 said DON'T KNOW

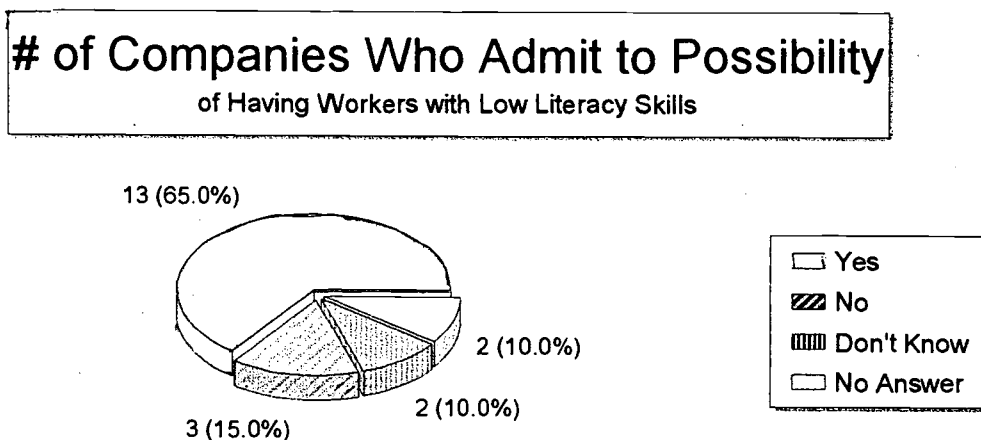
Figure 1:



The follow up question (number seven) then asked if it was possible for a worker with low literacy skills to enter their employment:

- 13/20 said YES
- 3/20 said NO
- 2/20 said DON'T KNOW
- 2/20 DID NOT ANSWER

Figure2:



If nothing else, these questions were meant to get employers thinking. How can they be sure of their employees' skills? Perhaps literacy and education are issues for the workplace regardless of screening procedures or education levels.

III) Training Importance and Future Direction

The next section had questions relating to existing training programs and the potential for more. Results were as follows:

- 14/20 organizations stated that training is important in their workplaces.
- 15/20 also said that they feel the importance of training will INCREASE in the future due to: *increased competition, change in technology and production techniques, and the need for excellent customer service.*

-
- 16/20 respondents stated that training is an ongoing process in their workplaces with initiatives most frequently in the areas of: *customer service, equipment use, and entry level orientation.*

At least half of the respondents mentioned the following areas to be targeted by future training: *basic computer skills, time management, and customer relations.*

IV) General Questions

For READ Saskatoon's interest and future use, this section asked personal opinion questions, which revealed the following:

- 13/20 respondents stated that workplace education programs should take place with a contribution from both employers and employees in terms of time and money.
- 5/20 think this training should be delivered by in-house trainers and 6/20 people don't know who should be filling this role.

Perhaps the above results indicate that more awareness raising needs to be done regarding what workplace education programs are capable of doing and who is capable of offering it. There was also a survey question which asked how these programs would be paid for if implemented, but after tabulation it was dropped from the results.

Respondents could not comment on dollar values or funding sources.

V) Cross Tabulations

Cross tabulation of results was done to see if the data could be further interpreted for insights. After reviewing the results, it appears that employers have consistent policies and values. Some interesting highlights are:

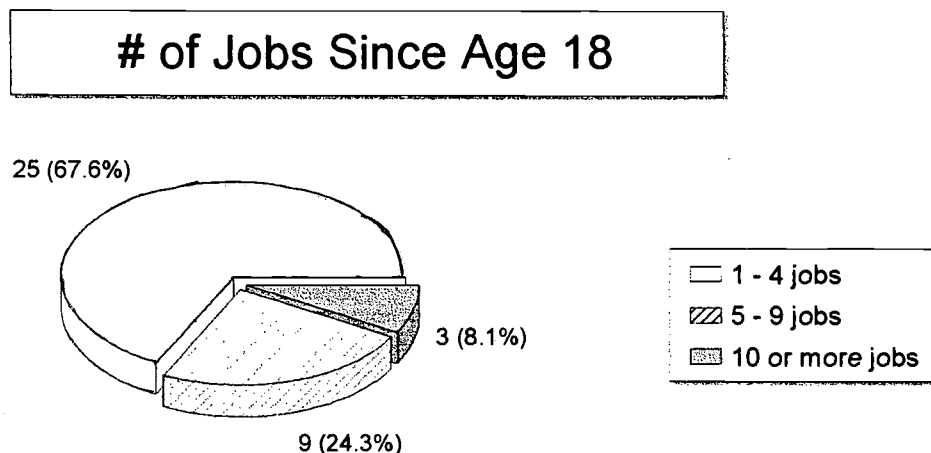
- of the 14 respondents who said that training was important to their organization, 13 of them said it was indeed an ongoing process at their workplace.
- of the 14 respondents who said that training was important, 11 of them also require a new worker to have a minimum level of education/training.
- of the 15 organizations who require a minimum level of education/training for applicants, 11 also indicated that they require further training in their workplace presently.
- of the 16 that say that further training is needed, 6 indicated that the quality of job applicants has increased over the past five years and 7 say that the quality has remained the same.

With respect to the last comment, perhaps this is not necessarily a reflection on the quality of young workers and their education, but more an indication that training is needed in the workplace regardless of education or experience level.

B) Employee Survey

Results from the employee survey were encouraging. They suggest a need for continuous learning in the workplace, despite the fact that nearly all of the respondents have a substantial educational foundation. Lifelong learning appears to be an interest of these employees and actual figures will now be detailed.

Figure 5:



II) Training Opportunities

The past, present, and future plans of workers were discussed, so to better gauge the desire for workplace education. Nearly all of the respondents have taken at least one training course and of these people, **all** are interested in taking more classes.

The findings are detailed below.

- 33/37 workers have had a training course at some point in their careers.
- of these 33, 23 of them have had at least four training courses.
- of these 33, 18 of them have taken these courses on their own.
- 2/37 people are currently taking a class/course.
- 32/37 people would like to take a class/course in the future, with the most popular interest areas being: *present job improvement, college/university, and computers*

The following questions provide a great deal of insight. When asked about interest levels in learning, the results were as follows:

- are you interested in improving your reading, writing, and/or math skills?
19/37 said YES, 18/37 said NO.
- would you participate in a Workplace Skills Development program?
25/37 said YES, 11/37 said NO.
- do you have the basic skills to complete further training?
35/37 said YES.
- 33/37 people prefer small group learning.

Considering the level of education that these people have achieved, these results are positive. People are interested in learning. Also, people spend the majority of their days at work. The situation sounds well suited to a workplace education program as the time/day of service offering and costs were cited as the major barriers to participation.

III) Demographics

The breakdown of the survey respondents are shown below:

Figure 6:

Gender of Respondents

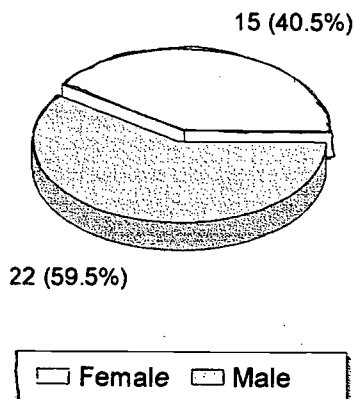


Figure 7:

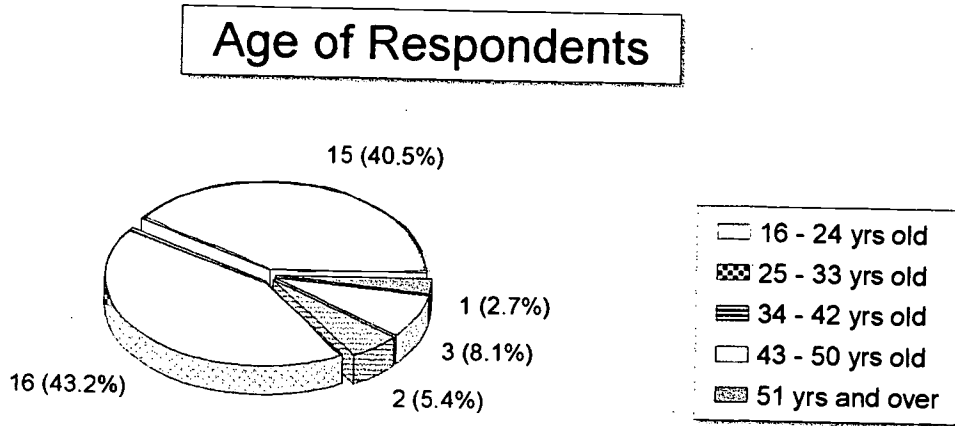


Figure 8:

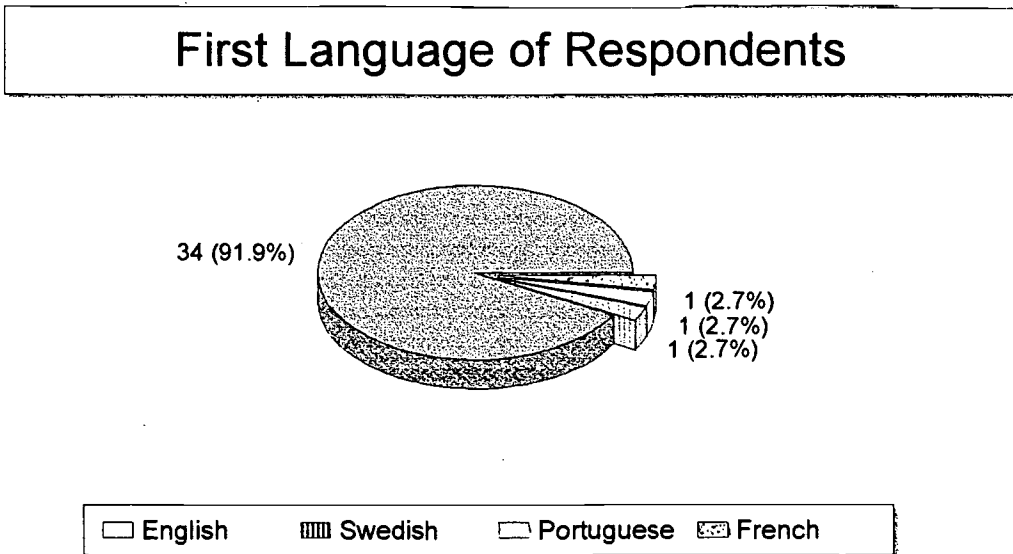
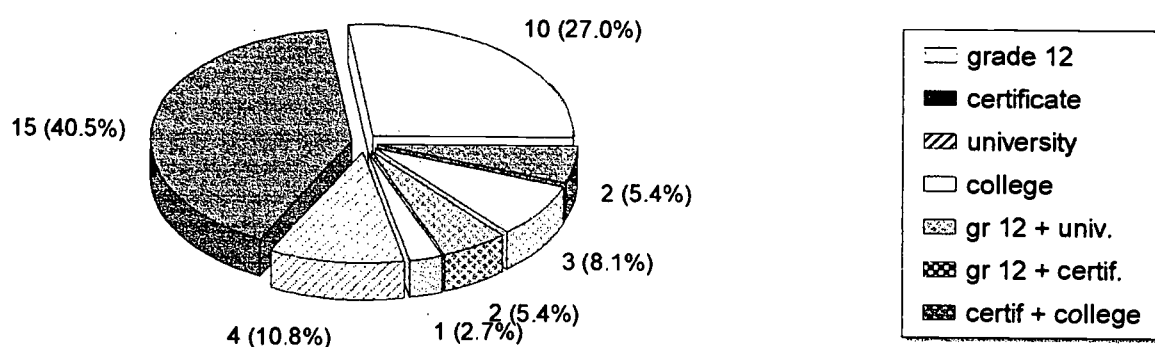


Figure 9:

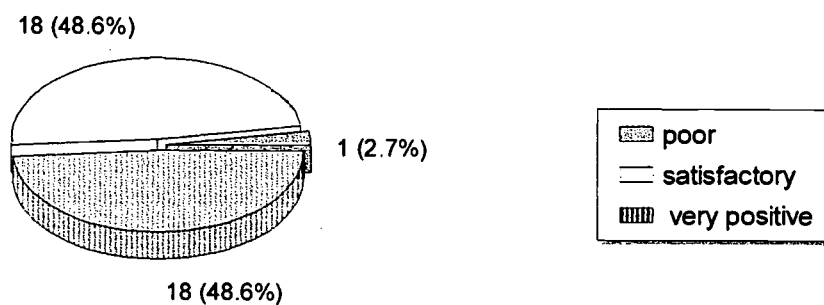
Level of Education of Respondents



It is also interesting to note how the respondents rated their experiences in the education system.

Figure 10:

Rating of Education Experience



IV) Cross Tabulations

Cross tabulations were done for the employee survey as well so that further information could be gained from people's responses.

- of those 19 people interested in improving their reading, writing and/or math, 17 of them feel that they have the skills to partake in further learning.
- of those 19 people interested in improving their basic skills, 15 of them are also interested in participating in Workplace Education programs.
- of those 19 people interested in improving their basic skills, 10 are from 25 to 33 years old, only 7 are from 16 to 24 years old.
- of the 15 people that are 16 to 24 years old, all 15 of them have only had one to four jobs.
- of the 15 people that are 16 to 24 years old, 12 have either grade 12 or a technical/trade certificate or more education.
- of those 32 respondents interested in attending future classes, 14 have a trade/tech certificate, 8 have grade 12, and 3 have a university degree.
- of those 32 interested in future classes, 14 are from 16 to 24 years old, and 14 are from 25 to 33 years old.
- of those 32 interested in taking future classes, *no one* checked off the box for reading/literature classes, but 17 of the 32 were interested in improving their basic skills.

Recommendations/Observations

Learning appears to be an interest of Saskatoon employers and employees of all ages. 80% of employers state that training is an ongoing process in their own organizations and 68% of employees surveyed would participate in a Workplace Skills Development Program. Interestingly basic skills do not seem to be a major issue for either group.

Target areas of training identified by respondents presume an existing foundation of basic skills. Employers cited computer skills, customer relations and time management as areas deserving more focus while employees cited present job improvement, university/college and computer classes. The International Adult Literacy Survey (1995) found that 36% of Canadian workers possess only marginal literacy skills. All of the above training areas require far more than basic skills. While the majority of employees feel they have the skills to complete this training, it should be noted that the International Adult Literacy Survey (1995) also found that people with lower literacy levels tend to overestimate their abilities.

The bottom line is that skills deficiencies are not causing a disruption in business operations and employees are interested in learning but cost and time are barriers. So when the timing is right and when employers recognize a problem, workplace education will be a logical option. This will address the concerns of the

employees as well as provide an opportunity for employers to improve productivity, morale and decrease operating costs.

No specific actions can be recommended at this time as the point to take action has not been reached. Awareness of the benefits of workplace education, particularly amongst small businesses which make up over 80% of Saskatchewan organizations, must be maintained. Any energies directed toward this end are well expended. Youth workplace education efforts are too specific to be focused upon at this time however.

“Canadians have to be willing to keep on learning. So, for most occupations, the most important skill for workers is *learning to learn*” (Creating a Learning Culture, 1990, 11). The time will come when Saskatchewan businesses will recognize a skills gap and realize that optimal capacity is not being reached. When this time arrives, hopefully there will be awareness that workplace education can assist in remedying the situation, and awareness of where this assistance can be found.

References

- Crompton, S. (1996). *The marginally literate workforce*, Perspectives on Labour and Income, Summer 1996 v.8 n.2, Statistics Canada, 14-21.
- Human Resources Development of Canada. (1996). *Take on the Future: Canadian Youth in the World of Work*, Report from the Ministerial Taskforce on Youth - June 15/96.
- Little, B. (1997). *Unskilled lose jobs to computers*, Globe & Mail, January 15, 1997, B3.
- Maynard, R. (1989). *Look, Jane. Dick can't read*, Report on Business Magazine, May, 1989, 87-96.
- National Literacy Secretariat. (1990). *Creating a Learning Culture: Work and Literacy in the Nineties*, Minister of Supply and Services Canada.
- Saskatchewan Post-Secondary Education and Skills Training (1996). *Choices for a Saskatchewan Training Strategy (Working Paper)*, May 1996.
- Statistics Canada/Saskatchewan Bureau of Statistics (1997). *Detailed Saskatchewan Unadjusted Series of Employment/Labour Force statistics*, January, 1997.
- Workplace Education Consortium in Saskatchewan (1996). *Workplace Education Activities in Saskatchewan: An overview*, January, 1996.
- Personal interview - January 20, 1997

READ Saskatoon

November 1996

General Literacy Facts



Low literacy skills cost Canadian employers about \$4 billion annually through accidents, errors and general inefficiency. The cost to society is estimated at \$10 billion (Canadian Business Task Force on Literacy, Feb. 1988).



36% of Canadian workers possess marginal literacy skills* (Perspectives on Labour and Income, Stats Canada, 1996).



Just a decade ago skills obsolescence occurred in 7 to 14 yrs. Today it occurs in 3 to 5 yrs (Creating a Learning Culture, Stats Canada, 1990).

READ Saskatoon

is a non-profit volunteer literacy organization which offers service and support to those in the community who want to improve their basic reading and writing skills. A youth workplace education project, funded by the National Literacy Secretariat, has been undertaken to raise awareness in the business community and also to administer a needs assessment.

Why should you be interested?

- ✘ One in five Canadians has difficulty dealing with reading materials encountered in daily activities; chances are, some of these people work with you.
- ✘ Low literacy skills are costing you money.
- ✘ Maintaining a competitive advantage requires innovation. Innovation requires a full understanding of processes and the ability to communicate ideas.

Youth Workplace Education

Because fewer workers are entering the workforce than in previous times, it is necessary to maintain existing employees and upgrade their skills. READ Saskatoon wants input from both employers and employees on workplace literacy/education.

Do your stakeholders have the critical skills to remain competitive?

We are very interested in hearing your thoughts on the subject and you will be hearing from us in the near future asking for your valuable input.



If you are interested in obtaining more information about the project please contact:

Meghan Boychuk,
Project Coordinator for Youth Workplace Education.
office hours 1-5pm daily.
phone 652-5448, fax 652-4205.

*marginal literacy refers to those people who cannot use printed material and those who use it within a very limited context.

Darryl Yausie
ABC Manufacturers of Canada
1802 Quebec Avenue
Saskatoon, SK S7K 1W2

Russ Johnson
AGRA Earth & Environmental
3017 Faithfull, Box 2026
Saskatoon, SK S7K 3S7

Loanne McCarty
Akzo Chemicals Ltd.
Box 4090
Saskatoon, SK S7K 4E3

Gordon Way
Army & Navy Department Stores
154 3rd Avenue South
Saskatoon, SK S7K 3X1

Trevor Blake
Beatrice Foods Inc.
Box 409, 520 46th Street East
Saskatoon, SK S7K 3L3

Spero Sperounis
Best Western Inn & Suites
1715 Idylwyld Drive N
Saskatoon, SK S7L 1B4

Robert Pitchers
Bird Machine Company of Canada
2600 Wentz Avenue
Saskatoon, SK S7K 2L1

Sheryl Armstrong
Blue Cross - MSI
Box 4030
Saskatoon, SK S7K 3T2

Joe Moser
Browning-Ferris Industries Ltd.
1414 Fletcher Road
Saskatoon, SK S7M 5J4

Byron Kidd, Manager
Burger King Restaurants
330 Circle Drive East
Saskatoon, SK S7K 0T6

Gordon Spooner
Cadillac Fairview Corporation
Box 178, Midtown Plaza
Saskatoon, SK S7K 1J9

Rita Mirwald
Cameco Corporation
2121 11th Street West
Saskatoon, SK S7M 1J3

Syd Tyson
Canada Post Corporation
#406, 202 4th Avenue North
Saskatoon, SK S7K 2L5

Terry Ponath
Canpotex Limited
Box 1600, #400-111 2nd Avenue S
Saskatoon, SK S7K 3R7

John Tosney
Cigar Lake Mining Corporation
#410, 224 4th Avenue South
Saskatoon, SK S7K 5M5

Shelley Chirpilo
City of Saskatoon
City Hall - 222 3rd Avenue North
Saskatoon, SK S7K 0J5

Maryann Deutscher
Co-operative Trust Company
333 - 3rd Avenue North
Saskatoon, SK S7K 2M2

Brian Hickie
Cogema Resources
Box 9204
Saskatoon, SK S7K 3X5

Vivian Clark
Country Inns & Suites
617 Cynthia Street
Saskatoon, SK S7L 6B7

Dave Michael
Crestline Coach Ltd.
802 - 57th Street East
Saskatoon, SK S7K 5Z1

Brenda Herman
CSP Foods
P.O. Box 190
Saskatoon, SK S7K 3K7

Frank Zbaraschuk,
Dairy Producers Co-operative Ltd.
Box 1267
Saskatoon, SK S7K 3P1

Claude Grenier
Danka General Recorders
3047 Millar Avenue
Saskatoon, SK S7K 6G5

Human Resources Manager
Delta Bessborough
601 Spadina Crescent East
Saskatoon, SK S7K 3G8

Bunny McDonald
Develcon Electronics
856 - 51st Street East
Saskatoon, Sk S7K 5C7

Elaine Meketiuk
Eaton's
22nd Street & 1st Ave., Midtown Plaza
Saskatoon, SK S7K 3M1

Jim Baier
Elance Steel Fabricating Co. Ltd.
221 A - 47th Street East
Saskatoon, SK S7K 5H1

Rod Shivak
Federated Co-operatives Ltd.
401 - 22nd Street E
Saskatoon, SK S7K 3M9

Ray Olynek
Graham Construction
875-57th Street East
Saskatoon, SK S7K 5Z2

Terry Letwin
Great Western Brewing Co. Ltd.
519 - 2nd Avenue North
Saskatoon, SK S7K 2C6

Denise Frey
Hitachi Canadian Industries Ltd.
826-58th Street East
Saskatoon, SK S7K 5Z4

Murray Ogilvie
HyPower Systems Inc.
3223 Millar Avenue
Saskatoon, SK S7K 6S7

Rick Bart
Imperial 400 Motels
610 Idylwyld Drive North
Saskatoon, SK S7L 0Z2

Dianna Fletcher
Industrial Machine & Mfg Ltd.
3315 Miners Avenue
Saskatoon, SK S7K 7K9

Mark Ditlove
Inland Steel Products
Box 1984
Saskatoon, SK S7K 3S5

Mike Carr
Intercontinental Packers Ltd.
Box 850
Saskatoon, SK S7K 3V4

Albert Lee
K Mart
2325 Preston Avenue
Saskatoon, SK S7J 2G2

Lyndon Neher
Kelsey's Restaurant
2600 8th Street East
Saskatoon, SK S7H 0V7

Brenda Cuthbert
Kindersley Transport Ltd.
Box 7290
Saskatoon, SK S7K 4J2

Don Paul
L.E. Matchett Trucking Co. Ltd.
G.B. 231, RR#4
Saskatoon, SK S7K 3J7

Pat Dolan
Magnum Oil Co. Ltd.
3 - 415 - 51st Street East
Saskatoon, SK S7K 6V4

Bill Mitchell
McDonalds Restaurants
2306 Arlington Avenue
Saskatoon, SK S7J 3L3

Lawrence Melis
Melis Engineering Ltd.
519 - 45th Street West
Saskatoon, SK S7L 5Z9

Murray Uzelman
Mohawk Oil Co. Ltd.
100 B 2366 Avenue C North
Saskatoon, SK S7L 5X5

Wendy Morris
Morris Industries Ltd.
2131 Airport Drive
Saskatoon, SK S7L 7E1

Charlotte Rochon
N. Yanke Transfer Ltd.
Sub P.O. #18, 2815 Lorne Avenue
Saskatoon, SK S7J 0S5

Bill Strelloff
NORAC Systems International
803 46th Street East
Saskatoon, SK S7K 0X1

Shirley Ryan
North Saskatoon Business Assoc.
1224 Ontario Avenue
Saskatoon, SK S7K 1S5

Anna Metcalfe
Northwest Airlines
2625 Airport Drive
Saskatoon, SK S7L 7L1

Malcolm Leggett
Nu Salt Corporation
2213 B Hanselman Court
Saskatoon, SK S7L 6A8

Russ Muzyka
Nu-Fab Building Products Ltd.
701 45th Street West
Saskatoon, SK S7L 5W5

J. Ross Beal
Old Dutch Foods Ltd.
Box 2050, 2551 Dudley Street
Saskatoon, SK S7K 3S7

Terry Verbeke
Park Town Motor Hotel
924 Spadina Crescent East
Saskatoon, SK S7K 3H5

Ed Green
Plasti-Fab Ltd.
837 - 57th Street East
Saskatoon, SK S7K 5Z2

Darryl Barclay
Potash Corporation of Saskatchewan
#500-122 1st Avenue South
Saskatoon, SK S7K 7G3

Terry Ewanchyna
Purolator Courier Ltd.
3422 Millar Avenue
Saskatoon, SK S7K 5Y7

Claude Marcotte
Radisson Hotel Saskatoon
405 Twentieth Street East
Saskatoon, SK S7K 6X6

Connie Schmidt
Ramada - Saskatoon
90 - 22nd Street East
Saskatoon, SK S7K 3X6

Ted Urness
Redhead Equipment Ltd.
3210 Idylwyld Drive N.
Saskatoon, SK S7L 5Y6

Michel Lizotte
Robin Hood Multifoods Inc.
Box 537
Saskatoon, SK S7K 3L6

Julian Yaniv
Russel Metals
Box 7006, 922-51st Street East
Saskatoon, SK S7K 4E5

Marlene Dray
SARCAN
111 Cardinal Crescent
Saskatoon, SK S7L 6H5

Ken Campbell
Saskatchewan Abilities Council
1410 Kilburn Avenue
Saskatoon, SK S7M 0J8

Nayda Veeman
Saskatchewan Literacy Network
Box 1520
Saskatoon, SK S7K 3R5

Ray Simmer
Saskatchewan Mutual Insurance
279 3rd Avenue North
Saskatoon, SK S7K 2H8

Ray Graves
Saskatoon Boiler Mfg. Co
2011 Quebec Avenue
Saskatoon, SK S7K 1M5

Al Scharf - Chair of Education
Saskatoon Chamber of Commerce
345 3rd Avenue South
Saskatoon, SK S7K 1M6

Ken Ziegler
Saskatoon Chamber of Commerce
345 3rd Avenue South
Saskatoon, SK S7K 1M6

Kent Smith-Windsor
Saskatoon Chamber of Commerce
345 3rd Avenue South
Saskatoon, SK S7K 1M6

Beverley Smith
Saskatoon Chemicals Ltd.
Box 1586, Warman Road
Saskatoon, SK S7K 3R3

Jo-Ann Eldstrom
Saskatoon District Health
103 Hospital Dr., R.U.H.
Saskatoon, SK S7N 0W8

Anita Zolkavich
Saskatoon Inn
2002 Airport Drive
Saskatoon, SK S7L 6M4

Ivan Prosofsky
Saskatoon Metal Manufacturing
811 60th Street East
Saskatoon, SK S7K 5Z7

Joe Heilman
Savolite Manufacturing Ltd.
635 - 56th Street East
Saskatoon, SK S7K 7H7

Gail McDougall
Sears Canada Inc.
Midtown Plaza
Saskatoon, SK S7K 1K1

Bob Anderson
Shaw Cable
2326 Hanselman Avenue
Saskatoon, SK S7L 5Z3

Ross Folkersen
SIECOR Corporation
Box 807, 1370 Fletcher Road
Saskatoon, SK S7K 3L7

Ross Fraser
Supreme Steel Ltd.
P.O. Box 26002
Saskatoon, SK S7K 8C1

Doug Wright
The Co-operators
#2 - 2301 Faithfull Avenue
Saskatoon, SK S7K 1T9

Remi Cloutier
The Granary
2806 8th Street East
Saskatoon, SK S7J 3Y3

Judy Harwood
Travelodge Hotel
106 Circle Drive West
Saskatoon, SK S7L 4L6

Joy Aadland
Trimac Transportation System
Box 1137, 2945 Millar Avenue
Saskatoon, SK S7K 3N2

Al Shpyth
Uranerz Exploration & Mining Corp.
1300-410 22nd Street East
Saskatoon, SK S7K 5T6

Don Holstein
VicWest Steel Inc.
P.O. Box 1962
Saskatoon, SK S7K 3S5

Maria Wudrick
Wal-Mart Canada Inc.
#1-3510 8th Street East
Saskatoon, SK S7H 0W6

Dorothy Thomas
Wanuskewin Heritage Park
RR #4
Saskatoon, SK S7K 3J7

Bob Quick
Wheatheart Hydrostatic & Machine
3455 Idylwyld Drive North
Saskatoon, SK S7L 6B5

Bob King
Wilkinson Steel & Metal
Box 1423
Saskatoon, SK S7K 2T9

Kris Brown
William M. Mercer Ltd.
#800-123 2nd Avenue South
Saskatoon, SK S7K 7E6

Stu Edelman
WRT Equipment Ltd.
818 - 43rd Street East
Saskatoon, SK S7K 3V1



P.O. Box 7888, Saskatoon, Sask. S7K 4R6
Phone (306) 652-5448

Jo-Ann Eldstrom
Saskatoon District Health
103 Hospital Dr., R.U.H.
Saskatoon, SK S7N 0W8

December 9, 1996

Dear Ms. Eldstrom,

Do your employees have the literacy skills necessary to keep pace with change?
How do you know?

READ Saskatoon is holding a luncheon on **Workplace Education featuring Nancy Steel of ABC Canada (see insert). She will talk about the skills that employers require workers to have today, and how basic education training can enhance those skills to maintain competitiveness.**

Did you know:

- *33% of Canadians are at the minimum level considered functional in industrial societies; 48% of Canadians are below this standard? (International Adult Literacy Survey and Statistics Canada, 1995)*

Although youth employees are the target of my research, I am interested in the issue in general. Following the presentation there will be an opportunity to get input from you. As a member of the business community, what are your thoughts on, or experiences with workplace education (if any)?

Lifelong learning is as much an issue at work as at home. Please consider attending the complimentary luncheon for an introduction to workplace education, so that your comments can be heard and any future workplace education initiatives will better meet your needs.

I look forward to meeting with you!

Yours very truly,

Meghan Boychuk
Project Coordinator, Youth Workplace Education

Appendix 5

Is your staff **REAdy** for the 21st century? Are their skills meeting your requirements?

- Problem:** 1) Young people entering the work force are the most educated of any generation, but their skills are not matching your needs.
- 2) The workers you now employ may not have the foundation on which to learn the new skills required by today's business environment.

Solution: Workplace Education Programs.

Employees are an investment, requiring resources to enhance their capabilities. Support your workers, young and old, by providing an environment in which they are encouraged to learn. While doing so, other benefits will include:

- increased flexibility,
- increased productivity,
- decreased supervisory time,
- improved communication,
- improved morale,
- reduced turnover.

Workplace Education programs are designed to meet your employees' needs and your budget. **Keep pace with change and get informed!** For more information about Workplace Education, contact:



READ
Saskatoon

Meghan Boychuk
Project Coordinator,
Youth Workplace Education
Ph: (306) 652-5448
Fax: (306) 652-4205

Are you **REAdy** for the 21st century; are your **READING** skills?

Today's work environment is changing rapidly, as are the job demands being placed upon you. Perhaps your job advancement prospects or job security is uncertain. Perhaps you do not have the basic skills to transfer jobs or even to maintain the one you have.

**Is this YOUR problem?
Is this YOUR EMPLOYER'S problem?
IT'S BOTH.**

Investigate Workplace Education Programs which are designed to meet the learning needs of employees and the budget of employers. These programs deal with:

- reading,
- writing,
- numeracy,
- problem solving,
- critical thinking,
- communication.

Keep pace with change and get empowered! Talk to your employer or supervisor about learning in the workplace. For further information, contact:



READ
Saskatoon

Meghan Boychuk
Project Coordinator, Youth Workplace Education
Ph: (306) 652-5448, Fax: (306) 652-4205

*You are cordially invited
to attend a complimentary luncheon on
Workplace Education
featuring Nancy Steel of ABC Canada
at
The Travelodge Hotel, Hercules Room
on
Monday, January 20th, 1997
from
11:45 am to 1:15 pm*

◆
Literacy is everybody's business.



R.S.V.P. READ Saskatoon

phone: 652-5448 or fax: 652-4205

**** no later than December 20th, 1996****



P.O. Box 7888, Saskatoon, Sask. S7K 4R6
Phone (306) 652-5448

Media Release

For Release on Monday, January 20, 1997

"Workplace Education Must Educate Employers First"

Nancy Steel, ABC Canada's Western Workplace Basic Skills Education consultant, will be in Saskatoon on Mon. January 20th at the Travelodge Hotel from 11:45 to 1:15pm giving a presentation to the local business community on **Workplace Education**.

As Canada enters the global marketplace, only a well trained workforce can provide a competitive edge for business. Ms. Steel will reveal the skills that employers require of employees today, and how education can enhance industry and labour's ability to keep pace with change.

As low literacy skills cost Canadian businesses approximately \$4 billion annually in lost productivity (Canadian Business Task Force on Literacy, 1988) and 36% of Canadians aged 16-69 have only marginal literacy skills (International Adult Literacy Survey, 1995), the subject of **Workplace Education** can no longer be ignored.

Ms. Steel is brought to Saskatoon by READ Saskatoon, a non-profit organization offering free tutoring to those who want to improve their basic reading and writing skills. READ is currently conducting an awareness campaign and needs assessment of Youth Workplace Education amongst Saskatoon and area businesses.

-30-

Please contact Meghan Boychuk, Project Coordinator, Youth Workplace Education for READ Saskatoon if you require further information. Phone 652-5448, fax 652-4205.

Appendix 6

Survey of Employers on the Issue of Workplace Education



READ Saskatoon is doing research for the National Literacy Secretariat on the business community's desire for Workplace Education from both the employer and employee perspectives. Your input on this 5 minute survey is most appreciated and will be kept confidential.

I. Please describe your business environment so that your perspective may be better understood.

1. What type of business are you in?

- | | | |
|---|---|--|
| <input type="checkbox"/> retail | <input type="checkbox"/> construction | <input type="checkbox"/> finance/insurance |
| <input type="checkbox"/> wholesale/distributor | <input type="checkbox"/> manufacturing | <input type="checkbox"/> hospitality |
| <input type="checkbox"/> service | <input type="checkbox"/> transportation | <input type="checkbox"/> mining |
| <input type="checkbox"/> other, please specify _____. | | |

2. For how long has your business operated (approximately)? _____

3. a) As a whole, how many people does your organization employ ?

- | | | |
|--|---|--|
| <input type="checkbox"/> 10 people or less | <input type="checkbox"/> 50 - 99 people | <input type="checkbox"/> 1000 or more people |
| <input type="checkbox"/> 11 - 24 people | <input type="checkbox"/> 100 - 499 people | |
| <input type="checkbox"/> 25 - 49 people | <input type="checkbox"/> 500 - 999 people | |

b) Has the number of employees INCREASED, DECREASED or REMAINED THE SAME *over the past year*? Please circle one or check DON'T KNOW.

II. Your firm's training process and employee profile is important also.

1. Of all your staff (managers included), please mark the **highest** level of education achieved with an **H** and the **lowest** level of education achieved with an **L**.

- | | |
|---------------------|--|
| ___ grade 9 or less | ___ certificate (trades, technical...) |
| ___ grade 10,11 | ___ college |
| ___ grade 12 or GED | ___ university: |
| ___ DON'T KNOW | ___ bachelor level |
| | ___ master level |
| | ___ Ph.D |

2. Approximately, what is the average age of the workers hired *within the last year*?

- | | | |
|---|--|--|
| <input type="checkbox"/> under 20 years old | <input type="checkbox"/> 30- 34 years old | <input type="checkbox"/> 45 - 49 years old |
| <input type="checkbox"/> 20 - 24 years old | <input type="checkbox"/> 35 - 39 years old | <input type="checkbox"/> 50+ years old |
| <input type="checkbox"/> 25 - 29 years old | <input type="checkbox"/> 40 - 44 years old | <input type="checkbox"/> DON'T KNOW |

3. Has this average age INCREASED, DECREASED or REMAINED THE SAME over the past five years? Please circle one or check DON'T KNOW.

4. Has the quality of job applicants INCREASED, DECREASED or REMAINED THE SAME over the past five years? Please circle one or check DON'T KNOW.

5. Do you require that new workers have a minimum level of education or training? YES NO

*IF YES, please specify the education/training required: _____

*IF YES, will job applicants be rejected without this qualification? YES NO

6. In the application process, do applicants read and complete employment forms in the presence of a company official? YES NO DON'T KNOW

7. Is it possible for a worker with low literacy skills to enter your employment? YES NO DON'T KNOW

III. To estimate a demand for Workplace Education initiatives, attitudes toward training should be examined.

1. Is training an ongoing process at your organization? YES NO DON'T KNOW

*IF YES, what kind of training is currently available to your employees? (check as many that apply)

- | | |
|--|---|
| <input type="checkbox"/> entry level orientation | <input type="checkbox"/> problem solving |
| <input type="checkbox"/> educational upgrading (ie. high school, college/university courses) | |
| <input type="checkbox"/> basic computer skills | <input type="checkbox"/> customer service |
| <input type="checkbox"/> decision making | <input type="checkbox"/> equipment use |
| <input type="checkbox"/> trades (apprenticeship) | <input type="checkbox"/> other, please specify: _____ |

2. Please rank *the emphasis placed on training* in your organization. (0=not important, 1=somewhat important, 2=important, 3=don't know) _____

3. Is further training needed in your business presently? YES NO DON'T KNOW

*IF YES, which of the following areas require further development? (check as many that apply)

- | | |
|---|--|
| <input type="checkbox"/> spelling | <input type="checkbox"/> time management |
| <input type="checkbox"/> computer skills | <input type="checkbox"/> speaking/dealing with customers |
| <input type="checkbox"/> report writing | <input type="checkbox"/> reading manuals |
| <input type="checkbox"/> English language | <input type="checkbox"/> other, please specify: _____ |

4. Do you see training becoming more of an issue for your company in the future? YES NO DON'T KNOW

*IF YES, why? _____

5. Would **you participate** in a Workplace Skills Development program?

YES NO

*IF YES, in what ways would you participate?

as a learner as an instructor

other, please specify: _____

IV. What is your opinion on the following?

1. *When and how* should a Workplace Education program take place? Please circle one of the following:

- a) on company time with pay
- b) on company time without pay
- c) after hours without financial assistance from company
- d) after hours with financial assistance from company
- e) contribution from both employee and employer in terms of time and money
- f) DON'T KNOW

2. *Who* do you see delivering these programs? Please choose one.

- in-house trainers
- community colleges such as SIAST-Kelsey
- community based organizations such as READ Saskatoon
- contracted "external" individuals/organizations such as ABC Canada
- others, please specify: _____
- DON'T KNOW

3. Would you be willing to pay for Workplace Education programs out of your department or company budget? YES NO DON'T KNOW

*IF YES, what percentage of the budget would you be willing to allocate? _____.
Please estimate the dollar value of this percentage \$_____.

General Comments: Please comment on anything relating to the luncheon or Workplace Education such as your concerns or plans for the future...

Business name _____

Contact name _____

Position _____

Did you find this luncheon a good use of your time? YES NO

Please turn over - almost done!

I greatly appreciate your attendance and participation in this study. As important as your input, is that from the employee's perspective.

May I contact you in the next few weeks to discuss coming to speak to a small group of your employees or sending them a confidential survey regarding Workplace Education which could be mailed back ? YES NO

Results of this research will be available upon completion in May. If you would like a summary, please check here .

Please hand this in at the reception table as you leave.

Thank-you again!

Appendix 7

Survey of Employees on the Issue of Workplace Education

*READ Saskatoon is conducting research for the National Literacy Secretariat on the community's desire for Workplace Education from both the employer and employee perspectives. **Your input on this survey is extremely important and will be kept confidential.***

I. Please describe your working environment .

1. What type of business do you work for?

- | | | |
|---|---|--|
| <input type="checkbox"/> retail | <input type="checkbox"/> construction | <input type="checkbox"/> finance/insurance |
| <input type="checkbox"/> wholesale/distribution | <input type="checkbox"/> manufacturing | <input type="checkbox"/> hospitality |
| <input type="checkbox"/> service | <input type="checkbox"/> transportation | <input type="checkbox"/> mining |
| <input type="checkbox"/> other, please specify _____. | | |

2. What is your job title? _____.

b) If applicable, in which department do you work _____.

3. How long have you had this job?

- | | | |
|---|---|---|
| <input type="checkbox"/> less than 1 year | <input type="checkbox"/> 4 to 9 years | <input type="checkbox"/> 15 to 19 years |
| <input type="checkbox"/> 1 to 3 years | <input type="checkbox"/> 11 to 14 years | <input type="checkbox"/> 20 years or more |

4. Approximately, how many jobs (with this company or another) have you had since age 18?

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> 1 - 4 jobs | <input type="checkbox"/> 10 or more jobs |
| <input type="checkbox"/> 5 - 9 jobs | <input type="checkbox"/> DON'T KNOW |

II. Please describe your training opportunities.

1. Have you *ever* taken any training courses? YES NO

*IF YES, please estimate the number of training courses taken _____.

*IF YES, were these courses offered by your EMPLOYER or did you take them ON YOUR OWN? Please circle which one.

2. Are you *currently* taking any courses or classes? YES NO

*IF YES, please specify which course or class _____.

3. Would you like to take some classes/courses *in the future*? YES NO

*IF YES, please specify which type of classes/courses you are interested in:

(check as many that apply)

- | | | |
|---|---|---|
| <input type="checkbox"/> reading/literature | <input type="checkbox"/> high school/GED | <input type="checkbox"/> computers |
| <input type="checkbox"/> writing | <input type="checkbox"/> present job improvement | <input type="checkbox"/> new job training |
| <input type="checkbox"/> math, problem solving | <input type="checkbox"/> college/university classes | |
| <input type="checkbox"/> other, please specify _____. | | |

4. Are you interested in improving your reading, writing and/or math skills?
 YES NO

5. Do you feel that you have the basic skills (ie. reading, writing, math) to complete further training? YES NO DON'T KNOW

6. Which method of learning do you prefer? Please choose one.

large group one-on-one instruction

small group other, please

specify _____.

7. Would you participate in a Workplace Skills Development program?

YES NO

*IF YES, in what ways would you participate?

as a learner as an instructor

other, please explain: _____.

8. Which of the following might you perceive as a barrier to participation in a Workplace Skills Development program? (check as many that apply)

time/day offerings of services stigma of literacy issues

costs (fees, materials...) child care

location of services transportation

privacy lack of awareness of services

fear of failure not interested

I perceive NO BARRIERS other, please explain _____.

All information is confidential and for use by READ Saskatoon only.

Please check off the applicable information:

1. Female Male

2. Age: 16 - 24 yrs old 34 - 42 yrs old 51 yrs or older

25 - 33 yrs old 43 - 50 yrs old

3. What is your first language? _____.

4. What is the highest level of education/training you have achieved?

grade 9 or less certificate (trades, technical...)

grade 10 or 11 university

grade 12 or GED grade 12 college

other, please specify _____.

5. How would you rate your educational experience? Please choose one.

poor/negative satisfactory very positive

Thank-you very much for your time!

Appendix 8

Survey of Employers on the Issue of Workplace Education

READ Saskatoon is doing research for the National Literacy Secretariat on the business community's desire for Workplace Education from both the employer and employee perspectives. Your input on this 5 minute survey is most appreciated and will be kept confidential.

I. Please describe your business environment so that your perspective may be better understood.

1. What type of business are you in?

- | | | |
|---------------------------------|------------------|---------------------|
| 1 retail | 1 construction | 0 finance/insurance |
| 3 wholesale/distributor | 7 manufacturing | 2 hospitality |
| 1 service | 1 transportation | 2 mining |
| 2 other: recycling, health care | | |

2. For how long has your business operated (approximately)?

- | | |
|---------------------|------------------|
| 0 less than 4 years | 1 15 to 19 years |
| 3 5 to 9 years | 13 over 20 years |
| 2 10 to 14 years | 1 no answer |

3. a) As a whole, how many people does your organization employ ?

- | | | |
|---------------------|--------------------|-----------------------|
| 1 10 people or less | 3 50 - 99 people | 3 1000 or more people |
| 0 11 - 24 people | 8 100 - 499 people | |
| 3 25 - 49 people | 2 500 - 999 people | |

b) Has the number of employees INCREASED - 8

DECREASED - 1

REMAINED THE SAME - 9

DON'T KNOW - 1

NO ANSWER - 1

over the past year? Please circle one.

II. Your firm's training process and employee profile is important also.

1. Of all your staff (managers included), please mark the **highest** level of education achieved with an **H** and the **lowest** level of education achieved with an **L**.

Lowest

- 8 grade 9 or less
2 grade 10,11
7 grade 12 or GED
3 no answer

Highest

- 1 certificate (trades, technical...) 3 no answer
1 college
university:
6 bachelor level 6 Ph.D
3 master level

2. Approximately, what is the average age of the workers hired *within the last year*?

- | | | |
|--|----------------------------|----------------------------|
| 0 under 20 years old | 2 30- 34 years old | 0 45 - 49 years old |
| 4 20 - 24 years old | 2 35 - 39 years old | 0 50+ years old |
| 3 25 - 29 years old | 1 40 - 44 years old | 3 DON'T KNOW |
| 2 no one hired within the last year | | |
| 3 no answer | | |

3. Has this average age INCREASED - **6**

DECREASED - **4**

REMAINED THE SAME - **6**

DON'T KNOW - **4**

over the past five years? Please circle one .

4. Has the quality of job applicants INCREASED - **6**

DECREASED - **0**

REMAINED THE SAME - **11**

DON'T KNOW - **3**

over the past five years? Please circle one.

5. Do you require that new workers have a minimum level of education or training? **15** YES **5** NO

*IF YES, please specify the education/training required:

- | | |
|----------------------------------|--------------------------|
| 5 not applicable | 1 computer skills |
| 1 no answer | 6 grade 12 |
| 5 depends on the position | 1 grade 10 |
| 1 certificate (technical) | |

*IF YES, will job applicants be rejected without this qualification?

8 YES **4** NO **3** NO ANSWER **5** NOT APPLICABLE

6. In the application process, do applicants read and complete employment forms in the presence of a company official?

6 YES **13** NO **1** DON'T KNOW

7. Is it possible for a worker with low literacy skills to enter your employment?

13 YES **5** NO **2** DON'T KNOW

III. To estimate a demand for Workplace Education initiatives, attitudes toward training should be examined.

1. Is training an ongoing process at your organization?

16 YES 3 NO 0 DON'T KNOW 1 NO ANSWER

*IF YES, what kind of training is currently available to your employees? (check as many that apply)

- | | |
|--|---|
| 13 entry level orientation | 8 problem solving |
| 7 educational upgrading (ie. high school, college/university courses) | |
| 9 basic computer skills | 10 customer service |
| 8 decision making | 10 equipment use |
| 9 trades (apprenticeship) | 9 other, examples such as safety |

2. Please rank *the emphasis placed on training* in your organization.

0 not important, **3** somewhat important, **14** important, **1** don't know, **2** no answer

3. Is further training needed in your business presently?

16 YES 3 NO 1 DON'T KNOW

*IF YES, which of the following areas require further development? (check as many that apply)

- | | |
|---------------------------|---|
| 5 spelling | 10 time management |
| 12 computer skills | 10 speaking/dealing with customers |
| 7 report writing | 6 reading manuals |
| 5 English language | 3 other |

4. Do you see training becoming more of an issue for your company in the future?

15 YES 5 NO

*IF YES, why?

- 5** not applicable
- 1** no answer
- 5** training in customer relations is very important
- 4** changing technology
- 1** increase regiment in production techniques
- 2** increased competition
- 1** want to be a leader
- 1** our organization recognizes the importance of training

5. Would **you participate** in a Workplace Skills Development program?

8 YES 6 NO 6 NO ANSWER

*IF YES, in what ways would you participate?

- | | |
|-----------------------|---------------------------|
| 2 as a learner | 3 as an instructor |
| 1 other | 12 not applicable |
| 2 no answer | |

IV. What is your opinion on the following?

1. *When and how* should a Workplace Education program take place? Please circle one of the following:

- 1 on company time with pay
- 1 on company time without pay
- 2 after hours without financial assistance from company
- 0 after hours with financial assistance from company
- 13 contribution from both employee and employer in terms of time and money
- 2 DON'T KNOW
- 1 no answer

2. *Who* do you see delivering these programs? Please choose one.

- 5 in-house trainers
- 1 community colleges such as SIAST-Kelsey
- 4 community based organizations such as READ Saskatoon
- 2 contracted "external" individuals/organizations such as ABC Canada
- 1 other
- 6 DON'T KNOW
- 1 no answer

3. Would you be willing to pay for Workplace Education programs out of your department or company budget?

*This question was deleted from tabulation as the number of responses was negligible.

The rest of the survey questions were used for internal purposes only.

Appendix 9

Survey of Employees on the Issue of Workplace Education

*READ Saskatoon is conducting research for the National Literacy Secretariat on the community's desire for Workplace Education from both the employer and employee perspectives. **Your input on this survey is extremely important and will be kept confidential.***

I. Please describe your working environment .

1. What type of business do you work for?

8 retail	0 construction	0 finance/insurance
1 wholesale/distribution	19 manufacturing	5 hospitality
4 service	0 transportation	0 mining
0 other		

2. What is your job title?

1 bookkeeper	1 housekeeper	
5 sales associates	3 hairstylists	
1 cashier/host	1 loss prevention manager	
1 bartender	1 processing centre manager	
2 porters	5 welders	
1 guest service agent	2 CAD/CAM production engineer	
1 switchboard operator	10 machinists	
1 technician	1 assistant manager	

b) If applicable, in which department do you work - this question was deleted as it did not apply to many respondents.

3. How long have you had this job?

12 less than 1 year	13 4 to 9 years	1 15 to 19 years
11 1 to 3 years	0 11 to 14 years	0 20 years or more

4. Approximately, how many jobs (with this company or another) have you had since age 18?

25 1 - 4 jobs	3 10 or more jobs	
9 5 - 9 jobs	0 DON'T KNOW	

II. Please describe your training opportunities.

1. Have you *ever* taken any training courses? 33 YES 4 NO

*IF YES, please estimate the number of training courses taken

23 at least 4 courses	3 8 to 12 courses	
5 4 to 8 courses	2 over 45 courses	

*IF YES, were these courses offered by your EMPLOYER - 5
 or did you take them ON YOUR OWN - 18
 BOTH OF THE ABOVE - 6
 NO ANSWER - 4

2. Are you *currently* taking any courses or classes? 2 YES 35 NO

*IF YES, please specify which course or class

1 machining

1 university Arts & Science class

3. Would you like to take some classes/courses *in the future*? 32 YES 5 NO

*IF YES, please specify which type of classes/courses you are interested in:
 (check as many that apply)

0 reading/literature 0 high school/GED 18 computers

1 writing 15 present job improvement 6 new job training

1 math, problem solving 15 college/university classes

4 other

4. Are you interested in improving your reading, writing and/or math skills?

19 YES 18 NO

5. Do you feel that you have the basic skills (ie. reading, writing, math) to complete further training? 35 YES 0 NO 2 DON'T KNOW

6. Which method of learning do you prefer? Please choose one.

1 large group

1 one-on-one instruction

33 small group

2 other: self-taught, correspondence

7. Would you participate in a Workplace Skills Development program?

25 YES 11 NO 1 NO ANSWER

*IF YES, in what ways would you participate?

15 as a learner

5 as an instructor

1 other

4 no answer

8. Which of the following might you perceive as a barrier to participation in a Workplace Skills Development program? (check as many that apply)

21 time/day offerings of services

0 stigma of literacy issues

21 costs (fees, materials...)

0 child care

5 location of services

0 transportation

2 privacy

5 lack of awareness of services

0 fear of failure

5 not interested

6 I perceive NO BARRIERS

1 other

All information is confidential and for use by READ Saskatoon only.

Please check off the applicable information:

1. **15** Female **22** Male

2. Age: **15** 16 - 24 yrs old **2** 34 - 42 yrs old **1** 51 yrs or older
 16 25 - 33 yrs old **3** 43 - 50 yrs old

3. What is your first language?

34 English **1** Swedish **1** Portuguese **1** French

4. What is the highest level of education/training you have achieved?

0 grade 9 or less **15** certificate (trades, technical...)
0 grade 10 or 11 **4** university
10 grade 12 or GED grade 12 **1** college
7 other: **2** grade 12 + some university
 3 grade 12 + some trades
 2 trades + some college

5. How would you rate your educational experience? Please choose one.

1 poor/negative **18** satisfactory **18** very positive



U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)



REPRODUCTION RELEASE
(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: Youth Workplace Education Campaign and Needs
Author(s): Meghan Boychuk Assessment Final
Corporate Source: READ Saskatoon
Publication Date: 1997 Report

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, Resources in Education (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

The sample sticker shown below will be affixed to all Level 2A documents

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
Sample
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY
Sample
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
Sample
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Level 1

Level 2A

Level 2B

Checked box for Level 1

Empty box for Level 2A

Empty box for Level 2B

Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, please
Signature: Meghan Boychuk
Printed Name/Position/Title: President
Organization/Address: READ Saskatoon # 305, 220 3rd Ave South Saskatoon SK S7K 1M1
Telephone: (306) 652-5448
Fax: (306) 652-4205
E-Mail Address: READsaskatoon@naid.ca
Date: Oct 11/00



III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

Acquisitions Coordinator
ERIC Clearinghouse on Adult, Career, and Vocational Education
Center on Education and Training for Employment
1960 Kenny Road
Columbus, OH 43210-1090

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to: