

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

By READ Saskatoon

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## 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.

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## 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 1997). 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 <b>employed</b>	70, 100	64, 800
15-24 yr. olds <b>unemployed</b>	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 <b>employed</b>	375,300	382,700
over 25 yrs. old <b>unemployed</b>	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.

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*READ Saskatoon's Youth Workplace Education Campaign / Needs Assessment (1996 / 97)*

## 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 teaming 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?*

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*READ Saskatoon's Youth Workplace Education Campaign / Needs Assessment (1996 / 97)*



## 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 )I 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 foxed 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 6 pm and 1 10 pm 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.

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*READ Saskatoon's Youth Workplace Education Campaign / Needs Assessment  
(1996/97)*

## 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.

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*READ Saskatoon's Youth Workplace Education Campaign / Needs Assessment  
(1996/97)*

## 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:

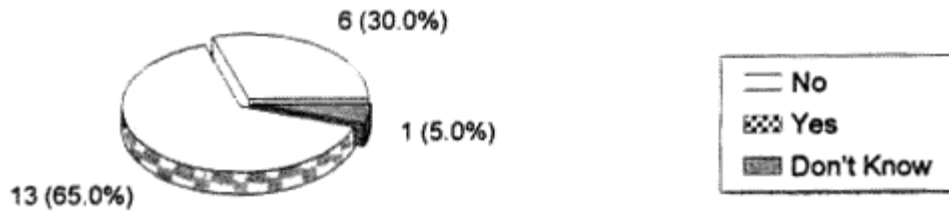
- 8/20 respondents indicated that Grade 9 or lower was the lowest education level of those in the company; similarly
- 7/20 reported that the *lowest* level was Grade 12 or GED, and
- 9/20 indicated that the *highest* level of education of personnel was a university bachelor degree.

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

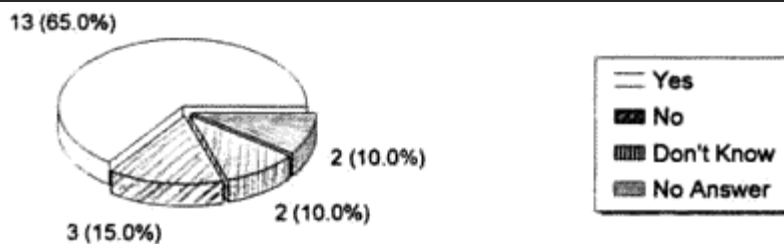
**# of Companies Who Have Applicants  
Complete Forms in Presence of Company Official**



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

**# of Companies Who Admit to Possibility  
of Having Workers with Low Literacy Skills**



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.

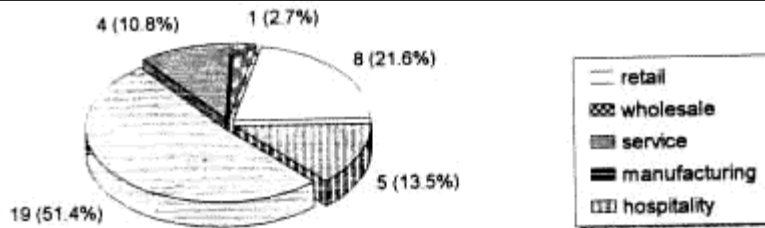
## B) Employee Survey

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.

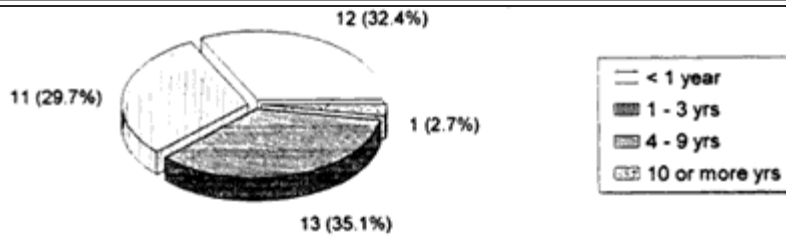
### I) Working Environment

The typical working environment of a survey respondent is in the manufacturing sector. The worker has held his or her present job from four to nine years and has from one to four jobs since age 18. Graphic representation of the respondents' job profiles are shown below:

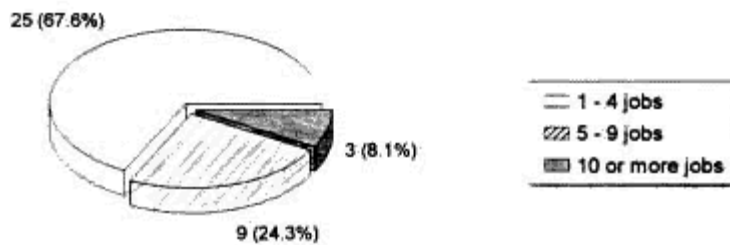
Sectors Where Employees Work



Time Spent in Present Job



# of Jobs Since Age 18



## 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:

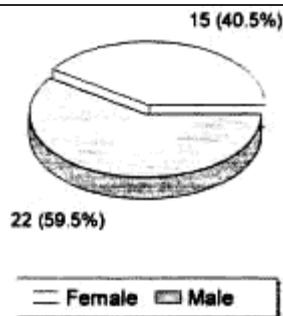
- are you interested in improving your reading, writing, and/or math skills? 19/37 said YES, 18/37 said NO.
- would you participate in a Workplace Skills Development program? 25/37 said YES, 11/37 said NO.
- do you have the basic skills to complete further training? 35/37 said YES.
- 33/37 people prefer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

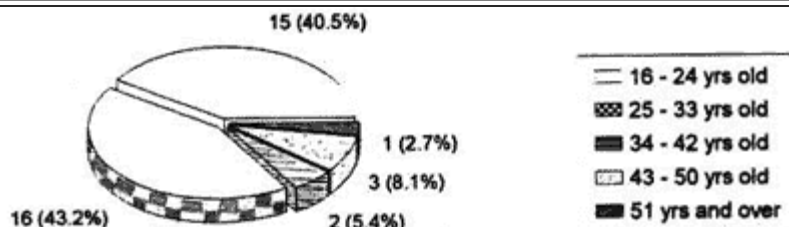
## III) Demographics

The breakdown of the survey respondents are shown below:

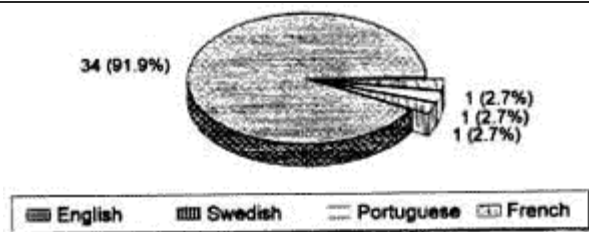
Gender of Respondents



Age of Respondents



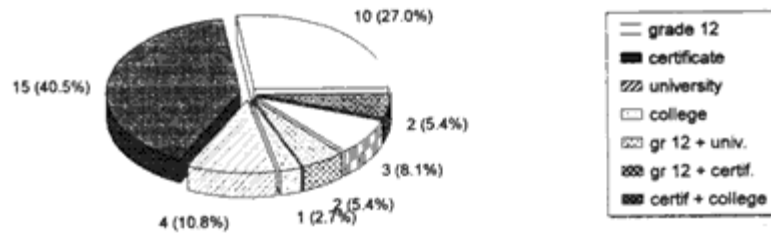
## First Language of Respondents



*READ Saskatoon's Youth Workplace Education Campaign/Needs Assessment (1996/97)*

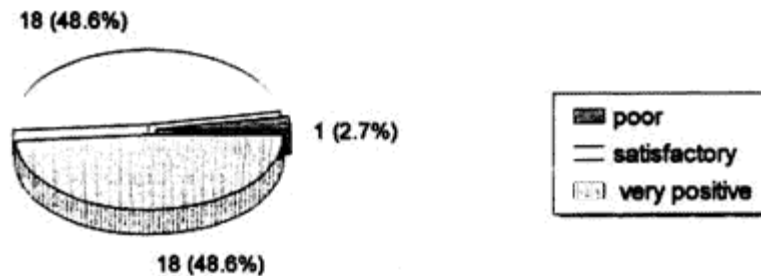


## Level of Education of Respondents



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

## 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.

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*READ Saskatoon's Youth Workplace Education Campaign/Needs Assessment (1996/97)*

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Personal interview - January 20, 1997

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*READ Saskatoon's Youth Workplace Education Campaign/Needs Assessment (1996/97)*

# *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.

### **Do your stakeholders have the critical skills re 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 1-5 pm 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.

## Appendix 2

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

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

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

Byron Kidd, Manager  
Burger King Restaurants  
330 Circle Drive East  
Saskatoon, SK S7K OT6

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

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

Vivian Clark  
Country Inns & Suites  
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Claude Grenier  
Dairy Producers Co-  
operative Ltd.

Russ Johnson  
AGRA Earth &  
Environmental  
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Beatrice Foods Inc.  
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Sheryl Armstrong  
Blue Cross - MSI  
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Saskatoon, SK S7K 3T2

Gordon Spooner  
Cadillac Fairview  
Corporation  
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Company  
333 - 3rd Avenue North  
Saskatoon, SK S7K 2M2

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

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

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

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

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

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

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

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

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

Human Resources  
Manager  
Delta Bessborough  
601 Spadina Crescent

Box 1267  
Saskatoon, SK S7K 3P1

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 Westem 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 & Mftg  
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 Lyndon Neher  
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

Bill Strelloff

N. Yanke Transfer Ltd.  
Sub P.O. # 1 8, 2815 Lome  
Avenue  
Saskatoon, SK S7J 0S5

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 5WS

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 SZ2

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

Terry Ewanchyna  
Purolator Courier Ltd.  
3422 Nfillar 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 Idylyld Drive N.  
Saskatoon, SK S7L  
5Y6

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

Julian Yaniw  
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  
141 0 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 Mftg.  
Co  
2011 Quebec Avenue  
Saskatoon, SK S7K 1M5

Al Scharf - Chair of  
Education  
Saskatoon Chamber of  
Commerce  
345 3rd Avenue South  
Saskatoon, SK S7K IM6

Ken Ziegler  
Saskatoon Chamber of  
Commerce  
345 3rd Avenue South  
Saskatoon, SK S7K IM6

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 IT9

Remi Cloutier  
The Granary  
2806 85th 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.  
91-3510 8th Street East  
Saskatoon, SK S7H  
0W6

Dorothy Itomas  
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



## Appendix 3

# READ Saskatoon

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 4

# READ Saskatoon

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.

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

Rotary Club of Saskatoon/Meewasin helping READ Saskatoon

## Appendix 5

<p><b>Is your READY for the 21st century? Are their skills meeting your requirements?</b></p> <p><b>Problem:</b></p> <ol style="list-style-type: none"><li>1. Young people entering the work force are the most educated of any generation, but their skills are not matching your needs.</li><li>2. The workers you now employ may not have the foundation on which to learn the new skills required by today's business environment.</li></ol> <p><b>Solution:</b> Workplace Education Programs. Employees are an investment, requiring resources to enhance their capabilities. <b>Support your workers, young and old, by providing an environment in which they are encouraged to learn.</b> While doing so, other benefits will include:</p> <ul style="list-style-type: none"><li>▪ increased flexibility,</li><li>▪ increased productivity,</li><li>▪ decreased supervisory time,</li><li>▪ improved communication,</li><li>▪ improved morale,</li><li>▪ reduced turnover.</li></ul> <p>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:</p>	<p><b>Are you READY for the 21st century; are your READING skills?</b></p> <p>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.</p> <p><b>Is this YOUR problem? Is this YOUR EMPLOYER'S problem? IT'S BOTH.</b></p> <p>Investigate <b>Workplace Education Programs</b></p> <p>which are designed to meet the learning needs of employees and the budget of employers. These programs deal with:</p> <ul style="list-style-type: none"><li>▪ reading,</li><li>▪ writing,</li><li>▪ numeracy,</li><li>▪ problem solving,</li><li>▪ critical thinking,</li><li>▪ communication.</li></ul> <p>Keep pace with change and get empowered! Talk to your employer or supervisor about learning in the workplace. For further information, contact:</p>
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## Read Saskatoon

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

- retail
- wholesale/distributor
- service
- construction
- manufacturing
- transportation
- finance/insurance
- hospitality
- mining

other, please specify \_\_\_\_\_

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

\_\_\_\_\_

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

- 10 people or less
- 11 - 24 people
- 25 - 49 people
- 50 - 99 people
- 100 - 499 people
- 500 - 999 people
- 1000 or more people

3b) Has the number of employees INCREASED, DECREASED, or REMAINED THE SAME over the past year? Please circle one or circle 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:

\_\_\_ bachelor level

\_\_\_ master level

\_\_\_ DON'T KNOW

\_\_\_ Ph.D

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

- under 20 years old
- 20 - 24 years old
- 25 - 29 years old
- 30 - 34 years old
- 35 - 39 years old
- 40 - 44 years old
- 45 - 49 years old
- 50+ years old
- 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)

- entry level orientation
- educational upgrading (ie. high school, college/university courses)
- basic computer skills
- decision making
- trades (apprenticeship)
- problem solving
- customer service
- equipment use
- 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)

- spelling
- computer skills
- report writing
- English language
- time management
- speaking/dealing with customers
- reading manuals
- other, please specify: \_\_\_\_\_

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

**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 for 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?

- retail
- whole/distribution
- service
- construction
- manufacturing
- transportation
- finance/insurance
- hospitality
- mining

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?

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

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

- 1 - 4 jobs
- 5 - 9 jobs
- 10 or more jobs
- 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 in the future?

- YES
- NO

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

- reading/literature
- writing
- math, problem solving
- high school/GED
- present job improvement
- college/university classes
- computers
- new job training

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
- small group
- one-to-one instruction

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
- costs (fees, materials...)
- location of services
- privacy
- fear of failure
- I perceive NO BARRIERS
- stigma of literacy issues
- child care
- transportation
- lack of awareness of services
- not interested

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
- 25 - 33 yrs old
- 34 - 42 yrs old
- 43 - 50 yrs old
- 51 yrs old

3. What is your first language?\_\_\_\_\_.

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

- grade 9 or less
- grade 10 or 11
- grade 12 or GED grade 12
- certificate (trades, technical...)
- university
- 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?

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

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

<b>0</b> less than 4 years	<b>1</b> 15 to 19 years
<b>3</b> 5 to 9 years	<b>13</b> over 20 years
<b>2</b> 10 to 14 years	<b>1</b> no answer

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

<b>1</b> less than 4 years	<b>3</b> 15 to 19 years	<b>3</b> 1000 or more people
<b>0</b> 5 to 9 years	<b>8</b> 100 - 499 people	
<b>3</b> 10 to 14 years	<b>2</b> 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**

**Highest**

**8** grade 9 or less

**1** certificate (trades, technical...)

**2** grade 10,11  
**7** grade 12 or GED  
**3** an answer

**3** no answer  
**1** college  
  
university:  
**6** bachelor level  
**3** master level  
**6** Ph.D

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

<b>0</b> under 20 years old	<b>2</b> 30-34 years old	<b>0</b> 45-49 years old
<b>4</b> 20-24 years old	<b>2</b> 35-39 years old	<b>0</b> 50 + years old
<b>3</b> 25-29 years old	<b>1</b> 40-44 years old	<b>3</b> 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?

YES                      NO

IF YES, please specify the education /training required:

<b>5</b> not applicable	<b>1</b> computer skills
<b>1</b> no answer	<b>6</b> grade 12
<b>5</b> depends on the position	<b>1</b> grade 10
<b>1</b> 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?

**6** YES    **13** NO    **1** 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      ▪ 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)

**10** customer service

**9** basic computer skills

**10** equipment use

**8** decision making

**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

**2** no answer

**1** don't know

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?

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

2. What is your job title?

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

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

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

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

#### II. Please describe your training opportunities.

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

<b>23</b> at least 4 courses	<b>3</b> 8 to 12 courses
<b>5</b> 4 to 8 courses	<b>2</b> 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 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** 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