

Meet Them Where They Work



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Meet Them Where They Work

Project Overview

With funding from the province of Ontario's Skills Development Fund, Literacy Link South Central (LLSC) in partnership with Literacy Link Eastern Ontario, undertook a one-year project to address literacy skills gaps in workplaces. We were able to partner with workplaces to determine the specific literacy needs of employers and employees. We used authentic documents and scenarios as tools for training. In the end, we developed and delivered training in workplaces which met the needs of employers and employees. With this innovative approach, we were able to meet employees where they work, both literally and figuratively.

This project had the following objectives with an overall aim to increase the ability of the Literacy and Basic Skills (LBS) system to respond directly to employers' needs in the future:



- The development of workplace literacy training - to demonstrate to LBS practitioners how they can transfer and apply their knowledge and skills to a workplace context. (Access the “*Taking Your Place in Workplace Literacy*” webinar series here https://www.llsc.on.ca/skills_for_work)
- To document our experiences working with six employers and create case studies that LBS agencies can use to market skills upgrading to local employers.
- The development of processes and products, including curriculum, which can be used by LBS agencies across the province to meet the skills upgrading needs of employers and employees.
- To provide information to the Ministry of Labour, Immigration, Training and Skills Development that it may choose to use to develop a systemic and provincial response to the workplace literacy needs of employers.



During this project, Ontario was facing a labour shortage, and employers were focused on keeping the skilled and experienced workers they currently have in place (this is known as “retention.”). They also want to hire good people they can train and retain, workers who can grow in their roles and gain skills as they learn their jobs. Yet, employers were hiring workers who sometimes lacked the skills and experience they needed. There was exponential growth province-wide among employers who had identified a need for assistance with skills training in communication, numeracy, soft skills, and digital skills for their employees.

The project team worked with employers to identify the literacy training needs of employees in each workplace. We then implemented the corresponding training. By the end of the project, we had exceeded our target of training 90 individuals and had addressed the skill building needs of many more employees using various forms of literacy related interventions.

On occasion, we offered training programs that did not directly relate to employees’ work, yet still the programs had great value in the workplace. For example, we offered digital literacy programs to some workplaces which gave the employees the skills they need to navigate online platforms, safely and competently. We also offered financial literacy programming to help employees see the value of their pay cheques and to help alleviate pressures on their personal finances. Both the digital and financial training programs could be perceived as supporting retention. By supporting these training options, employers showed they valued the employee needs outside of the workplace.

Soft skills training was the highest training priority for each of our employer’s. Positive communication, problem-solving, and teamwork were at the forefront of every employer’s mind when identifying organizational needs around training. Often the employer was seeing the soft skills gaps at a

management level. Staffing shortages also meant that workplaces promoted from within, moving long-term employees into management positions. Unfortunately, employers sometimes found the skills required to work on operational tasks are vastly different than the mentoring and supervisory skills needed for management. This project developed and delivered training programs to address some of the foundational soft skills (recognized as “Engage with Others” in Ontario’s Adult Literacy Curriculum Framework) required for management. Our colleague on this project referred to this skillset as “Leadership Literacy.”

With most, if not all, businesses experiencing a staffing shortage, hiring and retention remained a huge priority for employers throughout our project. This offered us both an opportunity and a challenge. As an opportunity, it allowed us to position LBS training as a tool for retention. On the other hand, when employers were preoccupied with hiring, on-boarding, and maintaining staff, training often fell to the bottom of their list of priorities.

By the end of the project, we had achieved our objectives and learned many lessons to share with our provincial colleagues who might also undertake offering workplace literacy. Each of the employers we worked with committed to continuing this workplace literacy relationship going forward, beyond the scope of this project. For us, that was one of our clearest indications that we have provided a needed and valuable service.

Lessons Learned about Implementing Workplace Literacy

Literacy and Basic Skills programs excel at building literacy skills in their communities. In many cases this is done when an individual attends programming at an LBS site. Taking literacy instruction into a workplace is a new approach for many LBS programs. With that in mind, we offer you a brief overview of our experience on this project in the hopes that hearing of our experiences will help to build the capacity of the LBS field to deliver workplace literacy.

Finding Employers with Whom You can Collaborate

We were able to engage employers using a variety of approaches. Some employers indicated a skills gap through our local Workforce Development and Planning Board’s yearly “Employer One” survey. These employers agreed to be contacted for further exploration about their training needs and we followed through with that offer. In another approach, we reconnected with an employer, we met at a conference several years ago who had expressed they had a literacy skills gap within their workplace. Another employer we were able to engage was one who had just completed working with us on a



different project. We leveraged this relationship to start a conversation around the literacy skill development needs of their business.

For our colleagues who may want to engage with employers and develop workplace literacy training, we offer the following ideas which surfaced during our project.

The Employment Ontario (EO) system is well equipped to determine what employers may be experiencing concerning skills gaps. Many of our EO partners such as the Workforce Development and Planning Board and employment services Job Developers,

already regularly engage with businesses. It would be a good idea to explore how referral protocols could be created between your local EO partners who create relationships with employers as part of their mandate and your LBS program.

We also envision possible connections made by reaching out to existing business networks in the community such as Chambers of Commerce, Economic Development Associations, and by attending events where businesses meet to network.

You may already have a connection to a business which you could consider approaching. Board members, partner organizations, and employed learners in LBS programs are just a few ideas of pre-existing connections you might have, that can facilitate an introduction to a local employer.

We encourage our colleagues to broaden their definition of a “workplace.” We might think that large scale manufacturers are the only places which could benefit from workplace literacy programming. Workplace literacy needs do certainly exist within these businesses. However, if you apply a wider lens and recognize a workplace is any place with employees (even non-profit organizations) you will see more possibilities of where workplace literacy programming could be beneficial.

Getting Employer buy-in

We set up an introductory meeting with each of our target employers. Our initial meeting was to determine if there was a general fit between what services we were offering versus what the employer’s literacy needs might be. It was an opportunity to gain an understanding of the structure of the business and how it operates. We perceived this meeting to be a way to establish the launching

point for a potential future training partnership. We did not conduct an in-depth needs assessment during this meeting.

We came prepared to these meetings having done some preliminary research on the company and industry. We did a search of the company website to gather information such as what products they make, what geographical area they cover and the size of their workforce. We often pulled the Essential Skills career profiles (found here <https://www.jobbank.gc.ca/essentialskills>) for the workplaces as well. Even though we intended to have the employer lead the conversation and tell us their story, we also wanted to make sure we were informed enough to participate in thoughtful conversation.

During these meetings we learned that we needed to take time to get the employer oriented to what we were offering. To set the foundation of productive conversations we defined for the employers what skills we can address. We found that the terminology we use in LBS may not translate to the workplace. When we spoke of the “skills required for their workplace” some employers interpreted that as specific technical skills which are required to complete work-related tasks, such as using special machinery. To avoid confusion, we immediately accompanied any of our references to skills with an example of what types of skills we were referring to. It was also clear to us that through prior workplace literacy research to engage employers in a meaningful way, we needed to use terms such as “professional development” and “skills training program” instead of the word “literacy.”

We intentionally didn’t bring paperwork such as checklists and registration forms to the first employer meeting. This was an introductory meeting and carrying a pile of paperwork with us sent the wrong message. We wanted to establish a relationship with the employer and wanted to offer an opportunity to let them tell their workplace story. The in-depth needs assessment, and paperwork, would come later if the employer agreed to move forward with our training services.

We were aware that businesses are approached regularly by for-profit training programs. We had to be clear about what sets LBS workplace literacy programming apart from paid corporate training. What could we offer that for-profit trainers don’t?

We knew one of the best-selling features for workplace literacy is that we can offer an employee learning opportunities which are contextualized within their workplace, using their workplace scenarios and authentic materials as the foundation for training development. LBS trainers specialize in delivering programming to engage different learning styles and are familiar with the signs of learning challenges. This means employees who struggle with learning have an increased chance of being successful in an LBS workplace training program. We can provide information about community wrap-around services that will help employees be more successful in learning. These messages resonated with employers, and they soon began to see the value in what we were offering and how we could address their workplace skills gaps and support their employees. Each employer we worked with made it clear that employee retention was their priority. The retention issue provided us with an opportunity to frame our conversation in a way that showed how workplace literacy training could support retention. What we were offering could help people feel confident in their jobs and could help them to

do their jobs better. We also could provide training to help build internal capacity as we could support those who aspire to management but may lack some literacy skills.

In the end, five employers committed to proceeding with this project and partnered with us to develop and deliver workplace literacy training.

Participation Numbers

Over the course of this project, we interacted with eight employers and eventually only moved ahead with five. We learned that although some workplaces commit to workplace literacy training, they could be affected by situations that might make them withdraw from their commitment. For example, one workplace was struggling with unforeseen issues related to possible unionization. The second workplace was undergoing system-wide training in new technology and had no capacity for further training at that point in time. Post pandemic issues related to staffing shortages further exacerbated the issues in each of these workplaces. A third workplace had just undergone amalgamation with another business. Although they had ideas around their training needs, as conversations progressed the business realized it could not take on the extra activity of training at this time.

Conducting Organizational Needs Assessments (ONA)

One of our biggest “lessons learned” during this project is that the organizational needs assessment (ONA) is not a one-time meeting where we apply a checklist as a tool for ascertaining training needs. The ONA is an ongoing dialogue, often with multiple people involved. There are layers of need within a business and training considerations can be complex and multifaceted. Determining the needs in a clear and concise way, and in a way that everyone can agree upon, takes time. After our initial meeting to engage the employer, project staff reflected on what we heard and where we could see workplace literacy training as being beneficial. This provided us with the framework for the future ONA conversation, a conversation that we would then be taking the lead on.

As an LBS support organization, we were well positioned to undertake the ONA process with employers. With a mandate to undertake local literacy service planning, support organizations have a knowledge of the total LBS offerings in the local area. Support organizations can apply that wider lens to the ONA conversation, a lens that spans beyond what one LBS program feels it can offer. That said, it was invaluable to have an LBS program provider accompany us to each formal ONA meeting. The LBS program representatives were able to help us debrief the ONA conversations afterwards as we compared what we heard and what the implications for training could be. As experienced LBS program providers, they offered insights into the literacy skills that were imbedded in the conversation with the employer. They also offered clarity on what was doable from their perspective, as it related to program design, instruction, and learner (employee)-centered approaches.

Project Learning

Interestingly, one manufacturing employer stated that they regularly attract newcomers to their company. They stated that they have been identified amongst newcomers as a place that meets the NOC-B requirement for permanent residency status in Canada. Other manufacturers identified that they have a high level of newcomers as well. If manufacturing is an area of work that is a target for newcomers trying to gain permanent residency in Canada, we will see needs around ESL training and literacy skills such as writing, document use and communication for the Canadian workplace continue as a trend in these types of workplaces.

Employers were open to our conversations and were active partners in determining training needs. Sometimes employers did not see literacy needs in their workplace until we explored the topic further, offering examples of literacy challenges which could exist and what corresponding behaviors might present themselves.

During the formal ONA meeting, soft skills were the first set of gaps in skills identified by employers. (This is consistent with the needs employers have been identifying in recent years through other areas of research.)

We explored areas of potential skills gaps beyond the current workplace literacy needs. We suggested that the employer could also look at what skills would “future proof” their workplace. For example, even if employees didn’t use digital literacy skills on the job, we still suggested this as an area of training for employees. Digital skills could help people access potential future online training and meetings. We also suggested training that would help employees better navigate their personal lives such as daily digital literacy needs and financial literacy. As stated earlier, if an employer shows they also care about what happens to an employee outside of the workplace, the employees will feel valued. Feeling valued can help to support retention.

We took the time during the formal ONA meeting to not only consider the literacy skill-building needs of the workplace, but to also explore the overall culture of the business as it relates to training. Would employees be open to attending training or would they resent it? Would employees be paid to attend training, or would they need to attend training in their off hours? (This speaks to employee motivation to attend.) Were there challenging situations in the workplace that we should beware of; ones that the trainers would have to navigate? These are just some of the areas of consideration that we explored beyond training needs.

After this ONA conversation, communication between employers and our project staff was ongoing and increased in frequency. Our relationship with the employers continued to strengthen and what we were trying to collectively achieve came into focus.

Developing a Training Plan

LBS partners serving the area where the businesses were located were invited to provide literacy training to employees. LBS partners had the choice to provide training through their LBS funded program (therefore being able to count the employees towards their target numbers) or to provide training with the support of our project dollars. Whatever approach they chose, LBS providers saw this as an opportunity to build relationships with new target markets. Many already had employed people from various workplaces who attend their LBS programs. However, taking LBS programming into a specific workplace offered new opportunities and possible future ongoing relationships with those workplaces.

Our project team worked with the LBS practitioners to develop learning outcomes for each training program we were proposing as a result of the ONA process. By establishing and sharing learning outcomes for training programs, we had a tool that provided a common understating of the training plan being put in place. We put effort into ensuring that the learning outcomes were in a language which could be understood by non-LBS people and that the outcomes spoke to the employees' needs. Throughout this process our project team acted as a bridge between what the LBS program trainer said was doable and what the employer required.

As we developed training plans and spoke to learning outcomes that were contextualized within their workplaces, employers started to appreciate what we were trying to achieve. They saw that we were not only providing quality training and services, but we were also partnering with them, for their benefit.

- See [appendix A](#) for sample learning outcomes.

Time Well Spent

It is likely that an employer will not be open to a 50-hour literacy program. That said, workplace literacy could be a chance to develop a long-term relationship with a business, by meeting the needs of the workplace and developing training with shorter increments.

Most of our effort and time on this project was spent on scheduling training. To schedule training, an employer might need to take into consideration work schedules, feedback from owners or other levels of management, and interruption to productivity (as they may be taking employees away from work during this training.) The time of year the training would be provided was also taken into consideration. Businesses often have a work cycle. For instance, retailers might be too busy to consider training during the Christmas shopping season. Those working in construction may be more available for training during the winter months. A manufacturer may have time coming up when they will shut down for a brief period and employees would then be available for training. As with most decisions around workplace literacy training, the employer will be the subject matter expert of what will work best as it relates to training their employees.

The challenge around training coordination often seemed to lie with employer responsiveness. Some took a few weeks to respond to our questions and the coordination process was slow. We had to walk a fine line though, as we realized that if we put too much pressure on the process, we might lose an employer to competing interests. Employers were still navigating pandemic recovery while also trying to maintain their workforce in a challenging labour market. Sometimes employers struggled to prioritize this initiative and make time to meet and collaborate on training planning. We had to be patient and realize our priority was sometimes not their priority.



Timing

Coordinating workplace literacy training can be a complex and time-consuming process. With most of our employers, we conducted the initial ONA in June 2022. However, even with our persistent planning efforts, most of our workplace literacy training didn't occur until near the end of our project, January-March 2023.

To ensure that training was successful, we were sure to use the ONA, the agreed upon learning outcomes, and the employers' opinions as the foundation for decision-making around training program development and delivery. This was truly an employer-driven project, which majorly contributed to the success of workplace literacy program delivery.

Value Found

One LBS instructor on this project reported, "Company management felt in the end that there is enough value to this training to in fact disrupt production and deliver training to all production staff; this represents a significant endorsement of the value and importance of literacy-oriented training, given that management is prepared to compromise production (and thus revenue) for the purpose of prioritizing this initiative."

Promoting and Registering

During the process of setting up training, we revisited the conversation of employee motivation to attend training. We considered, with the employers, if the employees would receive any recognition from the company for attending the training. For one workplace, we created participation certificates that had the logos of our organization and their company on them. On the back, we listed the learning outcomes of the corresponding training session. It was hoped that this recognition would ignite a sense of accomplishment and maybe even motivate some to continue learning in the future. The certificates could also be used in conversations during future employee performance review or if someone was aspiring to a leadership position within the company.

- See [appendix C](#) for sample certificate of completion.

Most of the employers (4/5) made the training we were offering mandatory for employees to attend and therefore offered it during work time. Employers decided which target audience would benefit most from which training program. In some cases, a training program was strictly for management. In other cases, training was designed for frontline staff.

In all cases where training was mandatory, naturally the programs were well attended. At one workplace, we took a different approach. Initially we developed programs with management in mind

for some and staff as the target audience for other parts of the proposed programming. As planning progressed, we realized that some staff may aspire to management and therefore benefit from training designed for management. At that point, and at the direction of the employer, we opened all training programs to any staff. This workplace made it voluntary to attend any or all the six training programs we were offering. The company covered wages for 50% of the training time. We situated training towards the end of each workday to capture the final hour of work. We created promotional flyers for each program and the company's Human Resources suggested that they promote the programs from within using the company's various communication channels. Registration numbers for these voluntary training programs were not what we had hoped they would be.

Perception

When offering workplace literacy programs with voluntary attendance, prepare for potential low participation numbers. Ongoing training and education may not be perceived as an opportunity for some employees. It is possible that, in any workplace, employees with low literacy skills don't want to be placed in a group learning setting with their peers.

- See [appendix B](#) for sample promotional flyer.

Pride in Success

One workplace received 6 different training opportunities. A certificate of completion was issued to each participant, corresponding to the training program they took. Before distributing the various certificates, HR took a picture of them all displayed on a table and profiled them through the company's online communication platform, to celebrate those who are participating in training.

Offering Approaches other than Training

During this project we saw our role was not only to bring in literacy training, but to also connect employees to learning supports which exist in their community. We considered various approaches to achieving this goal.

Learning Conversations 1:1

We knew that some people with literacy needs might not show up in one of our workplace literacy programs. We also wanted to help promote an ongoing and sustainable culture of learning within the workplaces we were partnered with. Considering this, we developed a conversation/self-assessment package and offered to meet with employees individually, 1:1. Local LBS providers were brought in to meet with the employees. The “learning conversation package” was used to

lead conversations around literacy skills and learning needs (sometimes referred to as professional development (PD) needs.) During this 30- 45-minute private session, we explored learning styles, digital learning needs, perceived learning challenges and future PD goals. Soon afterwards, participating employees received a summary report to move forward with, recapping the findings from the conversation and recommending next steps towards learning goals. We committed ourselves to keeping this information confidential. This activity supported our overall goal to not only train people during this project, but to also offer them a path to future success in learning.

At one workplace where the 1:1 skills conversations were implemented, four employees participated voluntarily on the first day. On the second day, there was a line up to meet with the LBS providers. In total, at this workplace, 23 people had a 1:1 session with local LBS providers and they also received a follow-up report on their next steps to learning and skill building. English language improvement (speaking/writing) and general skills improvements: reading, writing, applied math, were identified as a skills gap.



The value of having this 1:1 time with LBS providers in the workplace was that those who were referred to local LBS programs likely would then end up meeting with the very LBS service provider who conducted the 1:1 workplace skills conversation. Establishing this connection with LBS providers while employees were in the comfort of their workplace could help to motivate employees to attend LBS programming in the community. Once again, we were able to “meet them where they work.”

Grateful

One employee was grateful for the confidential opportunity to declare that he had a (hidden) learning disability. He found out through this process that an LBS program could support him going forward. He immediately started attending LBS programming in his local community knowing that his 1:1 interviewer would also be his LBS program instructor.

Presentations by Community Partners

In one workplace, English language acquisition was identified as a huge barrier for several newcomer employees (they were using the app “Google Translate” to communicate with management and other employees.) Realizing that English language acquisition would not occur for these employees in the few short months that this project was offered, we saw potential for a role we could play in connecting those employees to local services that could help them learn English. To this end, we brought in a presenter from a local settlement service to inform these employees about their options for language training and to make them aware of the support services available to them. The employer was grateful to learn about local services for his newcomer staff as well, so he could help current staff and future staff going forward.

Case Studies

Case Study 1: Water Industry Manufacturer

Overview

Literacy Link partnered with a local water industry manufacturer with a large workforce of approximately 180 employees. The company runs twelve-hour shifts where staff rotate between

working nights and days. The company has a local plant in a small semi-rural suburb of London and was interested in receiving training for recent hires with limited English language skills who have never worked in Canada. Like all local manufacturers, the company faces a tight labour market and wants to retain its employees. They were committed to remaining a competitive workplace that offered employees excellent wages, benefits, and opportunities for personal growth advancement. The company supports on-the-job training to encourage a “culture of learning” at their workplace. In addition to newcomers, the company has many native English speakers for whom they want to provide skills training.

The head of Human Resources (HR) emphasized the importance of verbal communication between staff and supervisors. He said that employees need to be able to write short summaries at the end of their shift to provide relevant information for the next group that comes to the floor. Employees not only need to write clearly, but they also need to be confident in their reading comprehension skills. The head of Human Resources noted that a review of applied math would benefit staff, too.

Literacy Link staff also met with a lead supervisor who said that he felt that his team would benefit from Essential Skills training focusing on improving their interpersonal and mentoring skills. Supervisors work in a loud, hot, labour-intensive environment where tempers can run high on a shift. The lead supervisor and the head of Human Resources felt that Essential Skills training would improve morale and reinforce a culture of learning and personal growth. Literacy Link mentioned that they could provide Essential Skills training to supervisors using Applied Improv techniques, an idea that both the lead supervisor and head of Human Resources embraced.

Organizational Needs Assessment (ONA)

Literacy Link staff performed an Organizational Needs Assessment (ONA) and submitted their findings to the head of Human Resources. The ONA outlined the training areas identified by the lead supervisor and Human Resources including:

1. Leadership Training for Supervisory Staff
2. ESL Training for New Canadians
3. Reading, writing, and applied math for non-supervisory staff

The head of Human Resources and the lead supervisor recommended training take place between November and January because the summer months are a busier time for production. They said training could happen on and off-site with a schedule they could arrange closer to the fall. The head of Human Resources said management recognized that because staff work continental shifts, they wanted to work out a training schedule that would not burden their employees.

Literacy Link said that they could connect the employer with a community resource centre who could provide access to English as a Second Language (ESL) training. The head of Human Resources said he thought it would be helpful to have the resource centre deliver a presentation on immigration to help

employees who wanted to pursue their permanent residency (PR). Literacy Link arranged for a local community resource centre to deliver an immigration presentation.

Skills Conversations

The head of Human Resources recommended that Literacy Link conduct one-on-one conversations with staff members before beginning training. He suggested that employees rank the training options in order of personal preference to help ensure “buy-in.” He also felt that a one-on-one conversation, which would be private, would allow employees who have concerns about their literacy skills opportunity to connect with Literacy Link to find out what kinds of Literacy and Basic Skills (LBS) exist in the community.

In October, Literacy Link sent a project manager and two other LBS educators from London to meet with staff. They had conversations with 25 staff members over two days. They provided each staff member a written summary report of the conversation and made several referrals to a local, community based LBS agency (London Learning Centre). The “skills conversation” approach was similar to one Literacy Link uses with pre-apprentices in the Skilled Construction Craftworker program at Liuna 1059 in London.

Curriculum Development

Literacy Link developed an Applied Improv training package for supervisory staff. Literacy Link staff have been trained in Applied Improv delivery and know how to create and implement workplace improv training.



Literacy Link contacted Fanshawe Woodstock to develop reading, writing, and applied math curricula for workplaces. The corporate training team at Fanshawe Woodstock was led by Lisa Wells, who has extensive experience developing curricula and delivering workplace skills training.

Training Delivery

In February and March 2023, Literacy Link delivered two applied improv training sessions to supervisory staff. The two-and-a-half-hour sessions were at a hotel near London International Airport. The sessions focused on leadership training, targeting:

- How different perspectives affect how we communicate,
- How body language impacts communication,
- How empathy supports team building,
- What conditions need to exist for positive and productive communication,
- The role of creativity and its relationship to being adaptable,
- What conditions need to exist to be adaptable,
- Strategies to increase your creativity and adaptability,

In January 2023, the head of Human Resources contacted Literacy Link to inform them that they could not move forward with reading, writing, and math training for non-supervisory staff because of a drop in consumer demand. He said that changes in market demand are often sudden and that he hoped that next year, there would be an opportunity to pursue this training even though that would be beyond the project timeline. We indicated that we would gladly revisit training in the new fiscal year.

An established relationship

The employer was pleased with the Applied Improv training they received and would like to pursue additional opportunities in the new fiscal year. They also hope to revisit the reading, writing, and applied math curricula Fanshawe College developed based on Literacy Link South Central's (LLSC) Organizational Needs Assessment. LLSC would like to maintain this relationship because of the connections they are building between the employer and their staff. LLSC with its local skills upgrading programs and community resource centres can assist employees with their immigration paperwork and gain access to ESL programs.

Case Study 2: Hydraulic Components Manufacturer

Overview

Literacy Link partnered with a custom high pressure hydraulic components manufacturer which employs approximately 180 employees. The company is non-union, and draws employees from urban, small town, and rural communities in the Oxford County and London-Middlesex region. Their workforce contains long-term residents and new Canadians.



During COVID, Employer two hired lower-skilled employees because of a “tight” labour market. In response to these changes in the marketplace, they made employee retention their top priority. The employer wants their staff and the community to know they offer excellent wages and benefits and emphasize on-the-job learning as part of a “culture of learning” at their workplace. Their goal is to train and retain new employees.

Because of these priorities, the employer was eager to explore outside training opportunities for staff. The Human Resources (HR) Department initially identified three main training priorities:

- Communicating with different audiences, having “difficult conversations”
- Soft skills related to Teamwork, Communication, Critical Thinking
- Improv training related to workplace scenarios, engaging in conflict resolution, and building personal resiliency

Since the employer had not previously provided their staff with this type of skills training, they were interested in working with Literacy Link South Central (LLSC) as a local Adult Literacy Network to develop a plan for targeted skills training.

Organizational Needs Assessment (ONA)

Literacy Link staff performed an Organizational Needs Assessment (ONA) and submitted their findings to the Human Resources team. The ONA outlined the skills training areas the head of Human Resource identified as important. Those skills included:

- Communication
- Critical Thinking
- Dependability

The HR team recognized a need for training to help their company develop a workplace culture that encourages questions and rewards learning and a commitment to learning from staff members. The team noted that many new hires felt they had not received extensive training even though HR provided comprehensive orientation during employee onboarding. They wanted to change this perception among new hires. The Human Resources director said his department also recognized that their staff needed reading, writing, and applied math skills to succeed.

Overall, the goal of the HR team was to ensure that employees saw their company as a great place to work. They wanted to retain employees and maintain the company's image as a competitive workplace. The HR team emphasized that training was an opportunity to invest in employees and show them that the employer saw each employee as a learner. They emphasized the importance of a workplace culture where there was strong communication between departments and where it would be possible for senior-level staff to train new hires without having it conflict with existing performance incentives.

Talking about Literacy and Skills Development

LLSC staff were mindful of the fact that the word "literacy" often is misunderstood. People tend to think that literacy means illiteracy and that a person who needs literacy training lacks education and skills. To avoid this misunderstanding, LLSC staff avoided using "literacy" to describe the skills training they could provide to the employer. LLSC staff referred to their skills training programs as "professional development" instead.

Bringing an Outside Consultant to the ONA

Literacy Link asked the Manager of Continuing Education and Contract Training from Fanshawe College to attend the Organizational Needs Assessment meeting. The manager had many valuable things to say about what she heard. She believed Literacy Link must deliver a well-packaged training program with specific goals the employer would recognize as meeting its stated needs and objectives. She recommended glossy and well-branded packaging to meet corporate expectations (this would make the training appear "Employer ready"). Additionally, the manager said Literacy Link should develop as many metric instruments as possible to demonstrate that learning transpired. She said we needed to prove measurable progress among training recipients.

Curriculum Development

Literacy Link staff did not deliver “skills conversations” with employees. The HR team was not as concerned about “buy-in” because all skills training sessions would be mandatory for employees.” The HR team was more concerned with the challenges of creating a training schedule. They anticipated four cohorts of learners, each averaging ten employees. The challenge was to fit this into the shift schedules at the plant.

LLSC hired the Manager of Continuing Education and Contract Training to develop a curriculum package for the employer. When Literacy Link provided HR with a training proposal and course descriptions, the HR team dropped the soft skills module and focused instead on reading, writing, and applied math. They did not explain their rationale for dropping the soft skills training, and Literacy Link did not inquire.

The HR team took more than one month to determine a training schedule. After they presented it to Literacy Link, LLSC project managers met with the staff from Fanshawe College and a local, community based LBS partner who would deliver the training. The college provided three trainers who would teach the training modules. The community-based partner provided one instructor to act as a “floater,” an instructor who would assist learners who needed additional one-on-one instruction. LLSC referred to this approach as “Tandem Training.”

Tandem Training

Employers with a large workforce and many training participants can benefit from “Tandem Training.” This approach involves hiring from a college accustomed to delivering workplace or corporate training and a community based LBS agency that works with learners individually.

Two or more college instructors can deliver the module while a community based LBS instructor “floats” around the training room to support learners with additional literacy needs. Since many employees do not want to let their supervisors and colleagues know they have literacy challenges, the presence of a community based LBS “tandem trainer” will ensure employees who need learning support receive it.

Since employees are never a homogeneous group of learners, if an employer has new hires or wants to deliver workplace training for the first time, they will likely have employees who need learning support. Bringing in trainers from a local college and a community based LBS agency can provide a range of learners with the assistance they need to complete the training successfully. An advantage to this approach is it can ensure employees will absorb the training and achieve the designated learning outcomes.

Training Delivery

Instructors delivered training during the last two weeks in January 2023. The trainers served thirty-seven employees. The instructors reported an excellent response from employees.



An established relationship

The employer was pleased with the training and indicated they want to continue working with Literacy Link and Fanshawe College in the new fiscal year. As of May 2023, LLSC will conduct another Organizational Needs Assessment to provide additional soft skills training to emerging supervisors, mentors, and leaders at the employer's place of business. LLSC would like to maintain this relationship because of the connections they are building between the employer and their staff with local skills upgrading programs and community based LBS providers.

Case Study 3: A family-owned painting company

Overview

Literacy Link partnered with a St. Thomas, Ontario-based, family-owned painting company. The company employs approximately three dozen staff. They are a non-union workplace drawing from urban, small-town, and rural communities in the London-Middlesex and St. Thomas-Elgin regions.

During COVID, Employer 3 hired lower-skilled employees because of a "tight" labour market. In response to these changes in the marketplace, they made employee retention their top priority. The employer wants their staff and the community to know they offer excellent wages and benefits and emphasize on-the-job learning as part of a "culture of learning" at their workplace. Their goal is to train and retain new employees.

Because of these priorities, the employer was eager to explore outside training opportunities for staff. The Human Resources (HR) Department initially identified three main training priorities:

Organizational Needs Assessment

The employer identified three areas of focus for proposed training.

1. Training program - Leadership Certificate

The employer identified the following skillsets as possible areas for skills development. Some or all of these could be the basis of a leadership certificate:

- Time Management
- Goal Setting/Priority setting
- Professional writing
- Dealing with difficult conversations (How to have positive and productive conversations)

The target audience for the training were current leaders, and those who aspire to be future leaders within this company. The initial estimate was that leadership training would include approximately twelve people.

The rationale for the training was that the employer wanted to develop and maintain strong leadership within the company. They anticipated growing their workforce soon, which would require more leaders within the company. Since the employer believed in promoting leaders from within, they prioritized leadership training. The head of Human Resources said that management recognizes that being good at your job and being a leader are two different things.

2. A selection of training programs - General Advancement certificate

The employer felt their staff could participate in several short-term programs earning a participation certificate. Literacy Link discussed offering a menu of programs with a gamified approach to participation. The employer could issue a certificate for participating. The following programs might be considered valuable by the employees:

- Communicating with different audiences
- Soft skills related to adaptability
- Digital literacy
- Financial literacy
- Private skills exploration program (1 on 1)
- Conflict Management

The target audience was employees who did not aspire to leadership but valued personal growth and development. The rationale for the training was:

- Employees often work on different teams and must adapt to working with team members' personalities. Communication skills and adaptability skills would play significant roles in maintaining productive teams.
- Employees need excellent digital skills for work and home life, which include knowing how to engage in safe practices online, continuous learning/training, and maintaining connections to the community.
- The employer offered financial literacy in the past, and employees enjoyed it. They felt that with new employees, they should consider offering it again.
- The employer felt that some employees could benefit from learning how their current Essential Skills and learning styles could affect their work and home life. Literacy Link could arrange private, one-on-one sessions to explore employee strengths and areas for improvement related to Essential Skills and continuous learning. Participants would then learn of free local skill-building programs they could attend outside of work and for free. If Literacy Link identified other needs, they could provide the employer with information about available literacy services in the community.

3. Support in onboarding program and process

The employer said there was a significant amount of material and information employees must learn when entering the workplace. They admitted it was a lot of information new employees needed to absorb in a short time frame. The employer was open to feedback and invited ideas on changes they could make to enhance the onboarding process and the materials they used.

Overall

The employer emphasized that their goal was to help their “crew to live their best life.” They approached skills training as assisting employees at work and in their personal lives. The employer said they were researching characteristics of good leadership, which they hoped to apply to their company. The timing of their research fit well with Literacy Link’s proposed activity to deliver training that helped the company’s overall efforts to strengthen the skills and abilities of its workforce.

Training and Location

Due to the nature of the painting business, the best time of year to provide training was during the fall and winter. During the ONA, Literacy Link learned that training situated toward the end of the workday (after 5 p.m.) would work best. According to the employer, this schedule worked best in the past.

The employer pointed out that their workplace is unique because the location of work was always changing. Employees deliver painting services at a worksite and constantly move to new locations. Although the employer had an office location, there was not one “workplace” which meant that



training did not necessarily need to happen at the business office. Since each employee had a car, they could access training at any local community location.

The employer decided selected the following training modules:

- Communicating with different audiences, having “difficult conversations”
- Soft skills related to Teamwork, Communication, Critical Thinking
- Improv training related to workplace scenarios, engaging in conflict resolution, and building personal resiliency

Since they had not previously provided their staff with this type of skills training the employer was interested in working with Literacy Link South Central (LLSC) as a local Adult Literacy Network to develop a plan for targeted skills training.

Training Delivery

Training took place during late fall 2022 and winter 2023. LLSC also provided applied improv training and an outside consultant came in to deliver a two-hour session on conflict management. Each session received moderate attendance and overall, six employees completed the complete training package and received a “General Advancement Certificate.”

Takeaways

An important takeaway from the training was that mandatory attendance would likely have increased participation rates. The trainers discovered that employees were reluctant to attend training sessions outside of work hours and were uncomfortable participating in a program that might reveal a skills deficiency.

Case Study 4: An Armoured Cable Manufacturer

Overview

Literacy Link Eastern Ontario, our Kingston, Ontario-based partner, worked with a cable manufacturer founded in 1996. The company manufactures a range of interlocked armoured cables, including low-voltage, armoured power cables for light commercial and industrial applications. These cables are waterproof and ultraviolet-resistant. In recent years, the company expanded the range of sizes for its product line. They market their products in Canada and the United States.

When our partner approached the manufacturer, they were in the process of becoming a unionized workplace.

Organizational Needs Assessment

When Literacy Link Eastern Ontario approached the employer, they recognized the benefits of providing skills training to employees for the purpose of retention and internal promotion. They were receptive to the role Literacy and Basic Skills could play in encouraging a culture of learning, and helping employees feel that their employer was willing to invest in their professional development.

The employer identified two areas of training:

- Leadership literacy training with the senior management cohort
- Critical conversations and conflict resolution for the junior staff

Literacy Link Eastern Ontario hired an adult educator from St. Lawrence College who delivered training to thirty-five mid-level to senior-level employees, which he did at the plant. The employer invited him to develop further training for the production staff for future delivery after the conclusion of the current project. This training will include newcomers to Canada from multiple countries.

Training Delivery and Challenges

The instructor said the primary challenge was coordinating a training delivery timeline that minimized production disruption within the company. He reported that after completing the training, company management decided there was enough value to training to disrupt production and deliver training to all production staff. The instructor noted how this represented a significant endorsement of the value and importance of literacy-oriented training, given management would compromise production (and thus revenue) to prioritize this training initiative.

Overall

The instructor emphasized that the organizational culture of the employer was outstanding. He said that in his interactions with managers, he learned that several individuals who founded the company in 1996 were still working at the plant. He said that these were his initial contacts, and they provided enthusiastic support for his efforts to bring training to employees. The management team was clear about the importance of bringing literacy training opportunities into the workplace was a big part of what made our project such a great success.

He also said the company is eager to promote new leaders from within its ranks. They see how LBS training support helps them facilitate employee growth and creates opportunities for workers to earn promotions. The company understands that when they identify leadership candidates, they can turn to LBS agencies to help those candidates hone some of their basic skills before making the transition to a supervisory role.

Case Study 5: A Daycare Provider

Overview

Literacy Link partnered with a London, Ontario-based and ministry-licensed childcare provider. They coordinate with other service providers and provide care at a dozen sites in West and Northwest London. The provider offers full and part-time programs for children 0-5 years, half day programs for children between 2 and a half and 5, before and after school care for children 3.8 to 12 years old. They also offer full day programs on PA days and school holidays (including the summer) for children between 3.8 and 12 years old.

Organizational Needs Assessment and Training Delivery

Literacy Link connected with the childcare provider during the winter. The provider indicated that their training needs would focus on soft skills. During the Organization Needs Assessment, the company said they wanted workplace staff training to focus on:

- Conflict Management
- Assertiveness

Literacy Link hired a private consultant who delivered four two-hour training sessions to more than fifty staff members. The childcare provider's executive director was enthusiastic about the trainer, the curriculum he developed and delivered, and how much her staff enjoyed the training sessions. She indicated that she would like the trainer to return and offer additional training to her childcare staff in the future.

Takeaways from training delivery

The trainer did not encounter any difficulty delivering training because the childcare provider arranged for training to take place after hours. An advantage of working with a childcare provider is that unlike a



manufacturing firm, they can assemble their entire staff at once without interfering with their service delivery.

An ongoing relationship

Literacy Link benefited from an existing relationship with the childcare provider. For two and a half years, LLSC partnered with the provider to deliver Professional Learning (PL) opportunities. It is LLSC and the provider's hope that they can continue to work together on training initiatives.

Recommendations for Those Who Are Offering Workplace Literacy

We offer the following list of our main recommendations to help guide those who are considering taking on workplace literacy.

- Broaden your definition of “workplace.” When you define a workplace as any place with employees, you’ll see more opportunities for where you can provide training.
- Start with who you know. Consider workplaces you have a connection with professionally or that you might access personally.
- Plan for the ONA to be an ongoing conversation. There may be many levels within the company that weigh in on this part of the process.

- Use clear language that's familiar to the employer. "Skills" may not mean the same thing to you as it does to employers. "Literacy" is word that can be interpreted (and misinterpreted) widely.
- Be ready to set limits of what you're offering. The employer might list several needs. You need to know which ones your LBS program can address versus what should remain the domain of other training organizations.
- Employers may not see the literacy need within their workplace. It might be up to you to point it out by offering examples and potential scenarios.
- Continuously evaluate your capacity as an LBS agency. Employers may identify many training needs. You might not be able to meet them all due to your resource or program policy limitations.
- Be prepared to adapt learning materials and instructional approaches. The contextualization of program content and design within a workplace is one of the biggest selling features of LBS program offering workplace literacy.
- Be prepared to deliver soft skills training. It is consistently identified by employers as an area of need for further skill development in their workplace.
- Be careful not to inflate the potential impact of your training. Be realistic about what you can achieve if you are offering short-term literacy interventions.
- Be prepared for a slow response time from employers. They have a lot of competing priorities and training may not always be at the forefront of their mind.
- Recognize the amount of coordination effort and time that is involved in establishing the who, what, when and where of training.
- Keep the employer's needs at the foundation of all decision making.
- Be ready to adapt. Every workplace is different and therefore approaches may need to differ as well.

Going Forward

LBS programs focus on learners' needs. Workplace literacy is different as it calls us to divide our focus between the needs of the workers and the needs of employers. This provides the LBS field with an opportunity to have double impact. To achieve this, LBS programs need to be afforded the ability to adapt approaches to meet the needs of both target audiences. Traditional LBS processes and the corresponding performance measures could limit our collective goal of implementing effective workplace literacy initiatives. The following are some areas to consider for workplace literacy program design going forward.

Engaging employers

The EO system is well situated to determine which employers have workplace literacy needs. There could be stronger connections made between potential workplace literacy referral partners and LBS organizations. For instance, EO Job Developers regularly build relationships with employers. When they hear an employer indicate a literacy skills gap, they could facilitate the connection between that employer and the local LBS support organization.

Suitability indicators

If LBS programs are to be held to current program design going forward, the current suitability indicators could prevent some LBS programs from offering workplace literacy services. Tailored suitability indicators which include employed people and the employers that work with them could encourage LBS programs to participate in workplace literacy initiatives. In workplace literacy program design, customized indicators would consider employed people who are taking training to keep their job or to transition within their career. Indicators would also include employers seeking training to prepare staff to meet emerging needs and to fill emerging roles.

Registration forms

Registration forms present a challenge to building relationships between LBS programs and the workplace. For employers, free training may not be worth the time, effort, and invasive nature of current data collection expectations. Employed people may be less likely to share personal information at their workplace. In fact, one employer told us that management and employees were insulted by the level of personal information required on Ministry's registration form to attend training in their workplace. Many people refused to fully complete the forms.

Understandably, registration information and data need to be collected. However, there are sections of the registration form that gather information that's not required by the government in the context of workplace literacy (for example, past work history, marital status, SIN). And employees may not need to submit their home address if stating their place of work is sufficient. Also, in current times, identifying one's gender can be an acutely sensitive or even contentious undertaking.

Ultimately, the registration forms should be used to collect only information that results in useful data. We are all consistently reminded to protect our personal information. Demanding completed registration forms that collect invasive information may present a barrier to LBS programs, preventing them from being able to deliver beneficial literacy training in many workplaces.

Instructional design

To truly meet the current and changing needs of each workplace, LBS programs will need resources that include modular workshops and tools that are easy to adapt. This is especially required when meeting the soft skill development needs of workplaces.

Teamwork, communication and problem-solving are identified as the skills which need to be developed or strengthened in many workplaces. And people in management ("Boomers") continue to retire they are creating a leadership vacuum. This is a widespread systemic issue. Employers want to promote staff from within and they recognize those staff often need to improve their soft skills to be successful in their new mentorship and supervisory roles. Employers inevitably prioritize soft skills amongst the learning needs within their business. (Not surprisingly, the Government of Canada has flagged several soft skills as part of the new "Skills for Success" model.) We can expect this trend to continue going forward. Knowing this presents us with the opportunity to prepare LBS programs with the tools and processes they require to effectively respond to the employer's needs.

Soft skills are unlike skills such as math, reading and writing that can be attained through traditional workbook exercises. Soft skills training requires a dynamic approach for it to be successful. And each workplace will have different needs contextualized within the nature of their workplace and its corresponding soft skills challenges. LBS programs require flexibility in instructional design to create new and dynamic ways to meet a workplace's soft skills development needs.

Soft Skills

We experienced great success with soft skills training in our workplace literacy project. Funding through this project gave us the flexibility to use dynamic training techniques which directly met the soft skills needs identified by employers. Our approaches included “Applied Improv” and “Empathy Toy” training. Employees and management were engaged, learned new soft skills techniques, and were inspired by these new approaches to learning.

Measuring the impact of soft skills training requires tools that are authentic and relevant to workplaces. This will require the development of new Milestones around soft skills, going forward. In consultation with employers, we need to determine what “soft skills” means to employers and then transfer that to measurable outcomes. It may be necessary to do a gap analysis of current Milestones versus the soft skills learning outcomes that employers regularly identify.

Impact measurement

LBS programs are designed with a focus on individual learning plans. Workplace literacy is, for the most part, a group learning initiative. Current measurement tools are a better fit when working with individuals and can be an awkward fit when delivering training to groups. And current performance measurements tools may not be suited for easy adaptation for meeting workplace literacy needs. Compressed timelines and workplace literacy needs are different than what traditional LBS programs are used to addressing.

In the workplace, with time needed for a business's productivity being the competing priority, LBS programs are often afforded only a small amount of time to deliver training. Employers don't have the desire or capacity to commit to long term programming that we see in traditional LBS program settings. To truly respond to employers' needs, LBS programming often needs to be nimble and condensed. Of course, we must manage employer expectations on what can reasonably be achieved in

a short time. We also need to consider what can be a reasonable expectation for LBS programs. For instance, any effort to capture a Milestone may need to take this more condensed approach into consideration.

We can't underestimate the value of self-reporting as a measurement of impact. Qualitative feedback, beyond the traditional "satisfaction" measurement, would increase our understanding of the impact workplace literacy training had or could have going forward. We could gather feedback on the employees' increased confidence in their learning abilities and ability to do their job. Measurements that include the employers' feedback as part of the follow-up process would also be beneficial. It's their needs we are trying to ultimately meet through workplace literacy.

Future Case Study

One LBS program manager who worked with us on this project has long-term experience managing an EO employment service. He noted that workplace literacy mirrors the framework that was applied to the Canada-Ontario Job Grant (COJG) program. Training plans were based on employer needs and individuals were then attributed towards that training plan. It would be an interesting case study to examine the workplace literacy initiative within the COJG program structure as well as the corresponding CaMS (Case Management System) structure.

Summary

There is great value in Ontario's LBS system continuing with workplace literacy.

- Many employed people can benefit from literacy instruction. Workplace literacy initiatives help us to find and support those employees.
- When retention is an issue in our labour market, employers might be hiring workers who lack some of the skills they need to be successful at work.
- Workplace literacy can help employees keep their jobs and help build the overall capacity of workplaces.
- Employers are often unaware of community resources available to them and their employees. We can connect them to those supports.
- We can create new connections for newcomers who might come to Canada and go straight to work, unaware of the support and systems that are available to help them settle.

Workplace literacy offers value to employers and employees. These initiatives have the potential to strengthen Ontario's labour market and overall economy.

Ontario's Literacy Support Organizations are well positioned to coordinate workplace literacy. In fact, the ongoing effort and coordination to engage an employer, to regularly meet with an employer, to establish training schedules and vary training approaches, can often be outside the means of an individual LBS program. When LBS Support Organizations and LBS programs collaborate on workplace literacy initiatives, there is a greater chance that employer needs can be fully met.

Our project's success could largely be attributed to the flexibility in program design that was given to us through the Skills Development Fund. The current requirements imbedded in the EO LBS program design may be an awkward fit for the needs of employers. Current suitability factors, performance measures and programming expectations are designed mostly for LBS programs working with individual jobseekers. The current program design has inherent restrictions that could limit an LBS program's ability to meet the needs of employed people in their workplaces. If consideration is given to the changes required to meet the needs of LBS programs that offer workplace literacy, then Ontario's LBS field will be strongly positioned to successfully meet the ongoing and changing skills development needs of our economy.

Appendices:

Appendices A: Learning Outcomes Sample

Some Company Professional Development Series (Nov. 2022)

Training Program	Sample Learning Outcomes	Date and Time	Location	Lead
1. “Yes, and... Creative Communication for Some Company Team Success” <i>Focus: Communicating with different audiences/adaptability</i>	• Learn how different perspectives affect how we communicate • Learn how body language affects communication • Learn how positive communication supports team building • Explore what conditions need to exist for positive and productive communication • Explore the role of creativity and its relationship to being adaptable • Discover what conditions need to exist for you to be adaptable • Learn strategies to increase your creativity and adaptability	3-5pm Tuesday Nov 29, 2022	Fanshawe Career and Employment Services, Elgin Mall	LLSC
2. Proposed names: • Communication tools/techniques for challenging conversations • Communication skills for difficult conversations • Handling difficult conversations at work <i>Focus: Communicating for positive outcomes/having difficult conversations</i>	• Learn how to set up and communicate clear expectations • Explore behaviours and actions that build (and erode) trust • Discover techniques that improve negative working relationships • Discover strategies that contribute to effective conflict resolution • Identify techniques to keep a team working together • Explore techniques that empower employees	3-5pm Tuesday Dec 6, 2022 Thursday Dec 8, 2022	Fanshawe Career and Employment Services, Elgin Mall	Fanshawe LBS

3. Proposed names: • Writing effectively in the workplace • How to write effectively in the workplace <i>Focus: Professional writing</i>	• Learn about basic structures of emails, letters, memos and what key information to include • Be able to analyze different audiences, scenarios, and contexts in order to shape your messaging most effectively • Understand how to provide information accessible to the different reading styles of the target audience	2-5pm Thursday Jan 12, 2023	Fanshawe Career and Employment Services, Elgin Mall	Fanshawe LBS
4. “Digital Skills for Phones and Tablets” <i>Focus: Digital skills for phones and tablets</i>	• Learn how to protect yourself online (Privacy/Safety – passwords, personal information, online identity, digital footprint, viruses, spam, evaluating sources, how to identify phony news or information) • Files & Folders – setting up files and folders, where does an item go when it’s saved, how to find it easily, saving work files • How to stay connected safely with the community • Learn how to use applications - WhatsApp features, Zoom, calendars, and other apps for work and for personal use • Online games that improve digital skills	3-5pm Tuesday Jan 24, 2023 Thursday Jan 26, 2023 Tuesday Jan 31, 2023 Thursday Feb 2, 2023	Fanshawe Career and Employment Services, Elgin Mall	YWCA LBS
5. “Effective Tools for Time Management and Goal Setting” <i>Focus: Time management/goal setting</i>	• Discover the difference between goal setting and priority setting, and how to balance both • Discover and learn tools that support employees when the unexpected happens	2-5pm Thursday Feb 16, 2023 Tuesday Feb 21, 2023 Thursday Feb 23, 2023	Fanshawe Career and Employment Services, Elgin Mall	Fanshawe LBS
6. “Build Your Financial Toolkit” <i>Focus: Money management</i>	• Gain a deeper understanding of your personal relationship with money • Learn how to track, understand, and manage spending	3-5pm Tuesday March 7, 2023 Thursday	Fanshawe Career and Employment Services, Elgin Mall	YWCA LBS

	• Develop a current vision of where you stand financially • Learn opportunities and tools to confidently save for the future	March 9, 2023 Tuesday March 21, 2023 Thursday March 23, 2023 (Plus time for a quick assessment and a bit of time they'll spend working on activities at home.)		
7. "Professional Development Exploration Session" <i>Focus: Exploring future PD opportunities and learning needs</i>	• Discover your preferred learning style (how you learn best) • Explore what further professional development or learning opportunities fit with your personal or professional goals • Explore your skill strengths and challenges as they relate to using digital technology • Discover program options for your future learning goals	1 hour (1:1 conversation with an assessor that results in a brief report that highlights an individual's future learning possibilities)	(location and time TBD)	LLSC/YWCA

Appendices B: Sample Promotional Flyer

Some Company Logo

This program is offered as part of Some Company's professional development series.

Digital Skills for Phones and Tablets

Skills for Work and Home

Join Us to Learn:

- How to protect yourself online
- How to identify spam and viruses
- How to use online apps (such as WhatsApp, Zoom and calendars) for work and for home
- How to access games that build your digital skills



When?

Four sessions, Tuesdays & Thursdays
January 24, 26, and 31, and February 2, 2023
3 p.m. to 5 p.m.
R.S.V.P. by January 13, 2022

Where?

Fanshawe Career and Employment Services
Elgin Mall
417 Wellington Street, St. Thomas, Ontario

To Register

Email Anne Marie Curtin, Project Manager at Literacy Link South Central, to register or to learn more about this and other professional development opportunities made especially for Some Company employees.



Register by email at annemarie@llsc.on.ca

Literacy Link
South Central

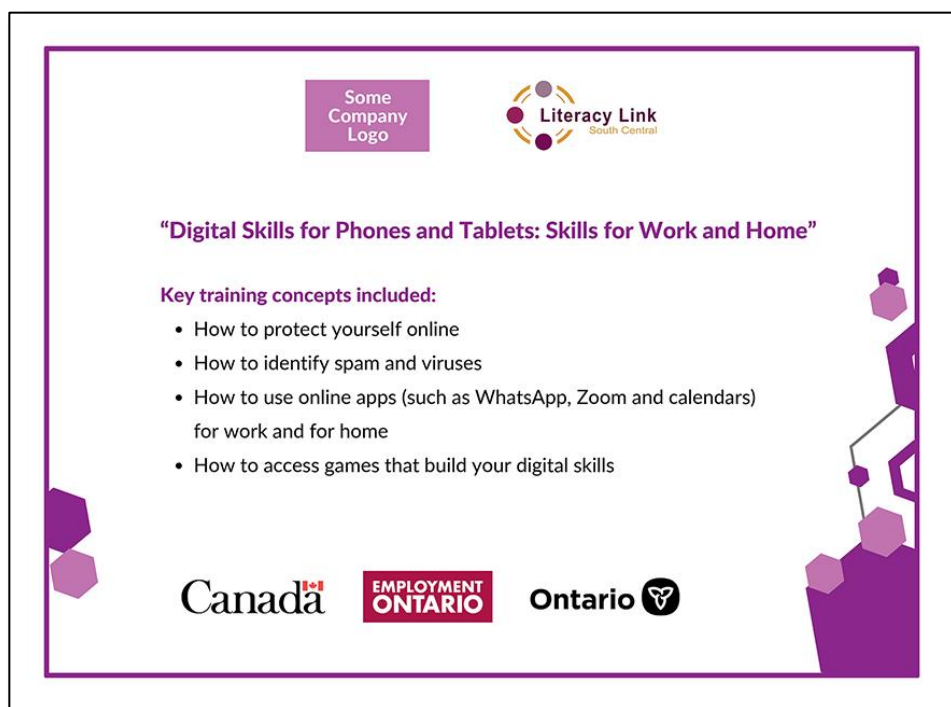
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Appendices C: Sample Participation Certificate





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