



Literacy Network Northeast



Far Northeast Training Board (FNETB)

## Connecting to Workplaces: Validating Outcomes Demonstrations with Employers



Final Report

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Meeting Employers' and Employees' Needs  
...Now and in the Future



Ontario

Ministry of Training, Colleges and Universities



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## **Executive Summary**

### **Historical Background**

In 2003/2004, Literacy Network Northeast secured funding from Human Resources and Skills Development Canada (HRSDC) for a Job Creation Partnership Project. The project began in October 2003 and concluded in June 2004.

Twelve researchers were hired in eight communities throughout Northeastern Ontario. A Coordinator was hired to oversee the project called Workforce Skills Training. The researchers worked in Literacy and Basic Skills funded agencies. Their mandate was to:

- research labour market information to determine the most commonly and frequently advertised entry-level jobs in their respective communities.
- gather and compile documentation for approximately 30 entry-level jobs in each of the communities. Materials prepared for classroom use were collected from funded agencies, the Internet and local employers. Next, materials were organized in binders so they would be user-friendly, accessible and expandable as required by HRSDC.

Approximately 220 entry-level job profiles were created. Although some of them were duplicated, each profile was community specific and sometimes employer specific. For instance, a Cashier profile from one community may have been created based on the requirements of an employer owning a variety store, and the same profile could have been developed in another community based on the employment requirements of a large department store.

The profiles contain information about the job, the Literacy and Basic Skills levels required to do the job and wage rates. They also include activities practitioners can use to teach learners to practise and hone skill requirements in all LBS categories, including reading, writing, numeracy and self-management. Practitioners can use the authentic documents gathered from employers and contained in the profiles to develop activities that would be specifically job related.

The profiles were compiled to assist practitioners in LBS funded agencies to teach the skills needed for entry-level jobs so learners could be "fast-tracked" to employment in their communities. The profiles also give learners accessible one-stop information about jobs available to them in their communities.

At the conclusion of the project, through follow-up discussion with practitioners and coordinators in the LBS funded agencies, LNN found that the materials were being used to teach learners with employment goals and to inform the training plans.

However, neither LNN nor the funded agencies could conclude with certainty which skills were of top importance to employers, how accurately the gathered information reflected the local labour market environment or how employers trained their employees.

LNN determined that the materials could only take the learner to a certain plateau, and the materials themselves could not determine what was most important to employers. The materials alone could not assess a learner's level. Therefore; the project had to be taken a step further. In 2004, the Network (LNN) applied for and obtained funding from the Ministry of Training, Colleges and Universities and the National Literacy Secretariat to pursue a second phase of the initial project. This phase would develop demonstrations to assess transition to job-readiness in ten job profiles the Network had selected to be validated by employers and reviewed by learners and practitioners.

Other funded LBS agencies throughout the province were working on similar projects. We wanted to avoid duplication and ensure that the ten profiles used in creating the demonstrations reflected a realistic job market in the communities in Northeastern Ontario as was established from the data collected in Phase I of the project.

The ten profiles selected for demonstrations development are as follows:

- Nanny/Caregiver
- Forestry Worker
- Taxi Driver
- Florist Assistant
- Pet Groomer
- Chambermaid/Housekeeping Cleaner
- Laundromat Operator
- Cashier
- Hunting/Fishing/Recreational Guide
- Security Officer

The project objectives were to list essential skills required for the specific jobs, ask employers to identify the top skills in order of importance and use the employer feedback to develop a workforce specific demonstration that would be validated by employers. In order to clarify the meaning of these processes, the following definitions are outlined:

"A *Demonstration*" is a real-life, goal related activity that a learner performs to show progress in the LBS program. The demonstration includes the criteria by which the learner's performance will be judged." (Demonstrations Ontario Website- [www.demonstrations.alphaplus.ca](http://www.demonstrations.alphaplus.ca))

"Essential Skills" are the fundamental skills that make it possible to learn all others. They are enabling skills that help people participate fully in the workplace and in the community. They are:

- Reading Text
- Numeracy
- Oral Communication
- Thinking Skills
- Continuous Learning
- Document Use
- Writing
- Working with Others
- Computer Use

as quoted by HRDC -

[www.hrsdc.gc.ca/en/hip/hro/essential\\_skills/essential\\_skills\\_index.shtml](http://www.hrsdc.gc.ca/en/hip/hro/essential_skills/essential_skills_index.shtml)

"Validation" of the demonstration for the purpose of this project is an important aspect of the process. Information about the five top skills important to employers, and the training methods they use was gathered and given to developers who were asked to incorporate as many of the skills in the demonstration, without rendering the document unrealistic to the learner, practitioner or employer. Developers were asked to embed training methods in the activities set out in the demonstration in order to provide a learner with a better sense of what to expect in a work training environment. The developers were encouraged to "consider content quality (tasks worth doing) and content coverage (tasks representative of a domain)." *Linn (2001)* The demonstrations were developed with the intent of assessing "higher-order thinking skills so learners could not readily rely on memorization or rote skills." *Sanders and Horn (1995)* The intent of the successful completion of the demonstration is to show job-readiness to learners and employers. Employers were made aware that it would be unrealistic to have adult learners complete the demonstration without first providing the learner with supplemental learning activities that were job related, prior to completing the demonstration. The demonstrations were developed to measure learning against objectives and to gather information useful to outside stakeholders (employers). To ensure Consequential Validity, different groups should use the document consistently and the results should be consistent from one user to another. LNN chose to desktop the demonstrations in Adobe to discourage users from altering the materials in the demonstration, which would subsequently alter the outcomes, and possibly render the demonstration invalid. The "validation" of the demonstration means:

- The employer is satisfied it covers (identifies) most of the important skills they require for the job
- It incorporates the most common training methods used by employers
- The activity skill sets are realistic and typical of what entry-level applicants could expect to perform
- The tasks in the demonstration are meaningful to a learner seeking employment
- The skill sets that are outside the LBS mandate would be identifiable by an LBS practitioner who could provide assistance to the learner by partnering with outside programs, and
- The successful completion of the demonstration would be an indication of job-readiness to an employer as well as the learner.

530 employers were surveyed to gather information the project would rely on to validate the employment profile demonstrations. Outlined as follows, are the employer validation processes based on responses of 104 employers:

Surveyed employers to:

- determine their top five essential skills
- learn how they trained their employees
- discover how to maintain ongoing communication with LBS funded agencies to assist with the validation process and future endeavours.

Compiled information from the surveys employers returned to:

- provide the compiled information, including top five essential skills from all categories, to the developers to incorporate in the draft demonstration
- send the draft information to employers for initial review

Invited approximately 35 employers to meetings to validate the demonstrations and complete another survey with strategic questions to:

- ask employers if the initial survey responses were reflected in the draft demonstrations
- ask if the skills displayed in the demonstrations were typical of those an employee could expect to have on the first day of work
- clarify when the demonstration completed by an applicant should be initially introduced to the employer
- ask employers to tell us how they felt they could contribute to future projects, thus maintaining an open line of communication
- provide the employer an opportunity to make suggestions for change that endorse the demonstrations as a tools learners could use in a resume or portfolio to substantiate job readiness
- pilot the draft demonstrations with employers in both urban and rural areas in order to get a province-wide perspective on what employers are looking for

A chart of timelines was developed to ensure targeted deadlines were met within the space of the eight-month project. Practitioners were hired to develop the demonstrations based on a previous demonstration they had developed and their qualifications. The Network sought the assistance of committee members to ensure a smooth project process. The draft demonstrations were introduced to employers, who provided useful information to enhance the demonstrations, including suggested materials and recommendations for changes.

The draft demonstrations were simultaneously piloted with learners and practitioners in LBS funded agencies. Demonstrations were forwarded to the Review Committee for review of the employer, learner and practitioner feedback, and the Committee made final recommendations for amendments/changes based on whether the changes would jeopardize the validity of the demonstrations. Developers made the necessary changes to the demonstrations and submitted the materials to LNN. Due to time constraints, employers, practitioners and learners did not review the demonstrations again.

The completed materials were sent to a desktop publisher for editing. The final products were copied to C.D.ROM for provincial/sectoral distribution. Hard copies of the final report and the demonstrations were distributed to the funders, and copies of individual demonstrations were sent to employers who participated in the project. The materials will be uploaded to the Network's website and the Demonstrations Ontario website for use by LBS practitioners across the province.

An important component of the project was to determine what skills are most important to employers. You will note in the Project Recommendations section of the report that employers think the development of soft skills or self management, self direction skills is essential to the success of an employee. **Although they recognize the fundamental importance of basic reading, writing, and numeracy, they believe that self-management and self-direction are prerequisite to developing other job related skills.**

There were commonalities among the core essential skills employers identified from one job profile to another that will be discussed in the Survey Conclusions of the report.

## **1. Introduction**

The Literacy and Basic Skills programs provide learners with the opportunity to learn literacy skills, which help them attain their goals related to employment, independence or further training.

The funding provided by Human Resources and Skills Development Canada gave Literacy Network Northeast the opportunity to complete the "Workforce Skills Training" project, which formed the basis of this project, "Connecting to Workplaces - Validating Demonstrations with Employers". Connecting to Workplaces has created an avenue to provide learners and practitioners tools to assess a learner's skills. The demonstration serves as evidence that learners can integrate and apply skills related to a particular job. The demonstration outcome would also give learners the confidence needed to apply for specific entry-level jobs.

The Network and its member LBS funded agencies knew there was a need to create and have demonstrations validated by employers for job profiles because of the lack of materials available to date. The funded agencies also recognized they were not aware of the current training trends due to a lack of on going communication with employers. At the beginning of the process, employers consistently said they sought applicants with a grade 12 diploma. They also consistently agreed they would consider an applicant without a grade 12 diploma if the applicant could demonstrate their skills in a different way. During the communication process with employers, and during validation meetings, employers said they could not identify with LBS levels versus grade levels, or determine what LBS level would be required to master certain skills to do the job. Most employers equivocate grade 12 with maturity and skills to do the job. After having shown employers some of the LBS levels needed to perform certain skills with specific jobs, employers then recognized that they do not consistently demand the standard they advertise concerning job requirements. Throughout the process, and specifically at validation meetings, employers began to recognize the fact that adult learners who do not possess a diploma could still be potential employees. They recognized that possession of a diploma was no guarantee of a mature capable applicant. Employers now recognize if an adult learner can learn the skills required to perform certain tasks of the job, and could demonstrate this capability by introducing the successfully completed demonstration, the learner would likely be given an interview. In conclusion, although the creation of the demonstration itself cannot ensure an adult learner will be successful in completing it, it is the stepping-stone in proof to employers that the successful completion would be an indication of job readiness. After consultation with our partnering agency, the Far Northeast Training Board, a Field Consultant of MTCU, and an Advisory Committee member, it became apparent that, given the project's eight month time frame, the most expedient method of gathering information from employers was through surveys.

LNN knew through its experience with the former project that it is difficult to have employers "buy in" to projects involving the literacy field. Of 12 Researchers hired in Phase I of the project, all had encountered some difficulty in obtaining authentic documents from employers. The Network concluded that if five regional employers validated each demonstration, the validation process would be successful; the finished product would be valid.

Demonstration results matter to the developer, learner, practitioner and employer, in the case of workforce assessment tools. The purpose of demonstrations is to show if the learner can apply the skills needed to bring them to a level of job-readiness.

In order for a demonstration to be valid, it must be meaningful to all parties, contain skills that are consistently at the level designated by the developer, and be based on the criteria of the employer. The successful completion of a valid demonstration would meet the criteria of most entry-level job employers. The skills contained in the valid demonstration must be consistent with what employers told us. The developers examined the essential skills identified by employers and determined what LBS level was needed to develop the demonstration.

The project processes outlined in this report can be duplicated and shared in the field with consideration given to the project time frame and budget. This project will provide a comprehensive package of ten validated demonstrations from employers throughout Northeastern Ontario. Three of the demonstrations have been piloted in a southern urban-based area and a northwestern rural-based area in order to get a province-wide perspective on what employers want. Three demonstrations were piloted in areas outside Northeastern Ontario to determine if a broader range of employers sought the same skills from applicants from one region to another. As noted in the Pilot Process of the report, the findings from one region to another were not significant. Employers generally look for the same skills from region to region.

Surveys were created and distributed to a variety of employers in Northeastern Ontario in order to determine what they were looking for in employees, how they train their staff and what basic skills were important to them. The demonstrations were developed using the information gathered from employers. The demonstrations were piloted with employers, learners and practitioners who provided feedback regarding clarity of the demonstration and specifically clear instructions to the learner. Two regional networks held employer meetings to pilot the process using three of the ten demonstrations. Feedback was gathered and compiled in order to ascertain a regional and province-wide perspective.

The report will outline the results of the pilot process and pros and cons regarding employer contact. It will also outline what employers said, what conclusions were drawn from the results, what principles were learned due to the methods used as well as challenges encountered.

The report will not discuss curriculum leading up to the demonstrations as the focus and mandate of the project was not to develop curriculum but to develop demonstrations using previously created job profiles and other materials the developers researched. The demonstrations also contain a listing of resources used to create the document. The report will outline methods and recommendations to duplicate the process.

## **2. Workforce Skills**

### **2.1 Research/Background**

Survey results for learners who piloted the demonstrations said the demonstrations were fun, meaningful and gave them a sense of what they might do if they found employment in one of the ten entry-level jobs for which the demonstrations were written.

The report, "Train Ontario: Learning Works" Follow-up Survey Results, produced for QUILL Network by Jane Tuer, shows that Northern Ontario chose "Developing Demonstrations" as one of the top five training or support requirements. The following statistics indicate the lack of work force related materials available to adult learners.

Workforce related materials should be a main focus of funded delivery agencies for adult learners, and therefore the main purpose of this project. Some interesting statistics uncovered during our research indicate that employees who lack basic skills cost employers significantly in time and money. Conversely, employers who provide some basic skills training show a significant improvement in productivity, work effort and self-confidence in their employees.

A number of companies engage in workforce basic skills training. Some of these companies include Bank of Montreal, Telus, Bank of Canada and Air Canada.

Air Canada adopted an e-Learning training program for employees working on the tarmac because the employees are critical to the maintenance of aircraft and passenger safety. The training is about integration, not forced implementation.

Air Canada found it difficult to engage employees in the learning kiosks because of basic literacy problems and comfort issues some employees had with computers. The company cited primary benefits as follows:

- Greater level of safety awareness in the operational environment
- Higher level of maintaining safety compliance
- Improved operational performance
- Reduced costs associated with accidental damage and injuries to people

(Conference Board of Canada, 2001)

A study co-authored by Statistics Canada and the Organization for Economic Co-operation and Development found 42% of Canadian adults had difficulty with every day reading requirements in 2003. This figure is troubling because it means many of us are struggling with basic tasks like reading instructions, brochures, and newspapers. Even more alarming, average literacy scores have not changed significantly since the last survey was taken in 1994.

(Toronto Star; Editorial: Literacy Numbers Deeply Disturbing, May 17,2005)

Literacy education and training can have lasting benefits for both workers and employers. A recent study shows "without reservation, basic skills programs are having a dramatically positive impact on workplaces in Canada. "

(ABC Canada, (1997) The Impact of Basic Skills Programs on Canadian Workplaces.

The majority of employers in Northeastern Ontario hire a small number of employees and are not funded by corporations who may provide basic skills training to their employees. Small business owners have said they lack the funds and time to provide any type of training to employees other than specific job training.

Because most businesses in our region lack the ability to provide basic skills training, it is imperative that LBS funded agencies make these skills a priority for learners with employment goals.

## **2.2 Assessments**

The initial survey sent to employers to determine employee skills was given to the developers to incorporate these skills into the demonstration tasks. The survey results told the developers what employers expect an applicant could do. **After reviewing the draft demonstrations, 92% of employers stated they would consider the completed demonstration an indication of job readiness and would like to see the completed demonstration submitted with the applicant's resume and reviewed at the interview stage.**

The demonstrations developed for this project are workforce specific, though it is evident from the information below that not every demonstration will be precise enough for every employer. Assessment tools or completed demonstrations can be used to demonstrate capabilities of applicants and can be submitted to employers in different forms. The demonstrations may not be suitable to every employer, but they provide a starting point.

"Assessments, no matter how technically sound are always imprecise to some degree."  
(National Research Council, 2001, p. 20)

"Assessments are tools that permit us to draw reasonable inferences about what a person knows and can do- and this assessment is a process of reasoning from evidence".  
(National Research Council,p. 38, Mislevy, R.J. (1993) Linking educational assessments: Concepts, issues, methods and prospects. Princeton N.J.: Policy Information Center, Educational Testing Service)

Learners with employment goals can submit different documents to apply for jobs. They can complete the employer's application, submit a resume or submit a portfolio. A demonstration is a potentially integral component of a learner's portfolio.

Practitioners can use rubrics to evaluate materials in portfolios to show learners their progress. Portfolio evidence may include:

- Demonstration
- Tape recordings of oral readings
- Lists of materials read
- Self-assessments of reading ability
- Notes from practitioner observations

Rubrics relied upon to rate performance may also be included.

Other Assessments that are standardized and could be accessed by learners to assess other skills include:

Comprehensive Adult Student Assessment System (CASAS)- [www.casas.org](http://www.casas.org)

Basic English Skills Test (BEST) - [www.cal.org/BEST/](http://www.cal.org/BEST/)

Adult Basic and Literacy Education (ABLE) - [www.able.state.pa.us/able/site/default.asp](http://www.able.state.pa.us/able/site/default.asp)

Adult Measure of Essential Skills (AMES) -

[www.nifl.gov/readingprofiles/MC\\_Using\\_Assessment.htm](http://www.nifl.gov/readingprofiles/MC_Using_Assessment.htm)

### **2.3 Project Observations**

According to employers in small communities throughout Northeastern Ontario, providing any type of formal training is either too costly and/or too time consuming. The majority of employers in Northeastern Ontario are small business owners who operate with few employees. Since it is evident that small business owners in Northeastern Ontario do not have the capabilities to offer formal training to employees, it seems likely the statistics, provided by Statistics Canada are based on results of larger corporations located in much larger centres.

Northeastern Ontario also has its "big box" stores such as Wal-Mart and Canadian Tire, many franchises such as McDonald's and Tim Hortons and larger employers such as Tembec and Placer Dome who do provide formal training programs for their employees.

However, the larger employers are an exception. The majority of small employers train employees by "job-shadowing" and not through formal training processes.

Both the Workforce Skills Training Project and the Connecting to Workplaces Project made clear to practitioners the abundance of materials to draw from to create training plans for individual learners.

Funded agencies are goal oriented and deal with learners individually. What is lacking in the funded LBS agencies is the knowledge of structure and dynamics of workplaces to assist learners seeking employment skills. While agencies have materials from which to develop curricula, because each learner has unique needs, it is not possible to develop the same curriculum for all learners. Practitioners must also base teaching methods and materials on the assessment outcome of the student. "Workforce Skills" has become an important issue across our country, and the Workforce Skills Training project has proven to be extremely important in providing teaching tools to practitioners for adult learners. Agencies were given access to materials that were assembled, systematic, user friendly and expandable. But after the project concluded, it became apparent that agencies could not know what was most important to employers, how they trained their employees and if the materials reflected today's labour market. The materials lack information about what skills employers feel are important in their fields, and they do not specify training methods used. Information on skills and training needed to be gathered to assist the developers in creating demonstrations that authentically reflected what employers need.

The funded agencies had the assembled material to be used to teach adults with employment goals. But, the question still remained - did the materials reflect the current labour market situation?

Using the job profiles developed for the Workforce Skills Training project, the Network determined that the materials could be used to develop demonstrations for predominant jobs in Northeastern Ontario.

## **2.4 Project Outline**

<b>Date</b>	<b>Activity</b>	<b>See Appendices</b>
September 1 - 10/04	<ul style="list-style-type: none"> <li>LNN contacted and hired a project coordinator to carry out the project</li> </ul>	
September 13 - 30/04	<ul style="list-style-type: none"> <li>Developed call for Demonstration Developers/Evaluators and posted to Alphaplus Centre job site</li> <li>Planned/held training session for practitioners on "Developing Employment Related Demonstrations" facilitated by Shirley Henley</li> <li>Contacted key people and established two committees to assist with project:</li> <li>Review committee members assembled to review applications, make hiring recommendations, review draft demonstrations and make recommendations to developers for changes/amendments</li> <li>Reference Committee members assembled to review developed materials (forms, letters surveys, etc.) created for the project and provided feedback on processes</li> </ul>	<p>Appendix 1</p> <p>Appendix 2</p> <p>Appendix 3</p> <p>Appendix 4</p>
October 1 - 31/04	<ul style="list-style-type: none"> <li>Hired developers, provided developers choice of demonstrations</li> <li>Met with project partner, FNETB</li> <li>Liaised with Reference Committee and determined a strategy for contacting employers, holding meetings, etc. (LNN chose to make initial contact with employers by mailed survey and followed up with face-to-face meetings for validation process)</li> <li>Developed survey/cover letter for employer, had approved by committee</li> <li>Printed mailing lists and prepared envelopes for employers</li> </ul>	Appendix 5
November 1 - 5/04	<ul style="list-style-type: none"> <li>Mailed surveys/cover letter to employers with 2 - week deadline</li> <li>Hired developers as per Review Committee recommendations</li> <li>Prepared contracts for developers</li> <li>Distributed materials to developers including 2 demonstration templates as guides</li> </ul>	<p>Appendix 6</p> <p>Appendix 7</p> <p>Appendix 8</p>

November 8 – 12/04	<ul style="list-style-type: none"> <li>• Contacted developers/review committee by conference call to establish timelines, criteria, etc...</li> <li>• Had signed contracts returned</li> </ul>	
November 15 – 30/04	<ul style="list-style-type: none"> <li>• Compiled survey and forwarded results to developers &amp; review committee</li> <li>• Review Committee developer rubric for assessing demonstrations based on survey results</li> <li>• Week 2 – met with FNETB, liaised with reference committee, MTCU member to establish project methods, criteria, establish meeting dates, materials, etc...</li> <li>• Contacted coordinators in established areas to locate venues, etc...</li> <li>• Drafted invitation for meetings and surveys for stakeholders, learners, developers and pilot sites for feedback. Sent to Reference Committee for feedback</li> <li>• Drafted newspaper ads to be run prior to meetings as reminders to employers</li> </ul>	<p>See Appendix 26</p> <p>Appendix 9</p> <p>Appendix 10</p>
December 1 – 10/04	<ul style="list-style-type: none"> <li>• Liaised with developers; offered assistance in locating pilot learners.</li> <li>• Began work on employer presentation</li> <li>• Reviewed feedback from Reference Committee on surveys &amp; invitation and made necessary changes</li> </ul>	
December 13 – 17/04	<ul style="list-style-type: none"> <li>• Prepared employer survey for validation meetings, for approval by Reference Committee</li> <li>• Prepared invitation for printing</li> <li>• Sent out for printing with deadline to Jan 3/05</li> <li>• Continued work on employer presentation</li> </ul>	Appendix 11
December 20 – 31/04	<ul style="list-style-type: none"> <li>• Committee members, developers were provided with Coordinator contact information for assistance/clarification over holidays</li> <li>• Continued work on draft materials for project. Liaised with pilot networks re-piloting 3 demonstrations, planned strategy, timelines, etc...</li> </ul>	
January 3 – 7/05	<ul style="list-style-type: none"> <li>• Demonstrations due Jan 3<sup>rd</sup></li> <li>• Sent electronically to Review Committee for suggested changes/amendments</li> </ul>	
January 10 – 14/05	<ul style="list-style-type: none"> <li>• Demonstrations returned to developers for recommended changes then returned to LNN</li> <li>• Drafted interim report for funders sent to Reference Committee for approval and prepared for mailing, end of month</li> </ul>	Appendix 12

January 17 - 21/05	<ul style="list-style-type: none"> <li>• Demonstrations copied along with employer invitation in preparation for mailing</li> <li>• Invitations/demonstrations pkgs. assembled and mailed to employers in region</li> </ul>	Appendix 13
January 24 - 31/05	<ul style="list-style-type: none"> <li>• Final preparations made for meetings with employers in Feb/05</li> <li>• Ensured developers had learners in place to pilot demonstrations</li> <li>• Completed Powerpoint presentation for employer meetings</li> <li>• Sent materials to pilot networks for piloting 3 demonstrations</li> </ul>	Appendix 14
February 1 - 11/05	<ul style="list-style-type: none"> <li>• Contacted staff in funded agencies regarding employer meeting to discuss strategy with instructors for eliciting feedback from employers at planned meetings.</li> <li>• Prepared consent form for employers to acknowledge their help with project</li> <li>• Travelled to Cochrane, Iroquois Falls to meet with employers to obtain demonstration feedback</li> <li>• Held meeting in Timmins with employers</li> </ul>	Appendix 15
February 14 - 18/05	<ul style="list-style-type: none"> <li>• Met with employers in Haileybury, New Liskeard, Kirkland Lake to obtain demonstration feedback</li> <li>• Followed up with developers on status of learners piloting demonstrations</li> </ul>	
February 21 - 28/05	<ul style="list-style-type: none"> <li>• Visited local employers to obtain demonstration feedback</li> <li>• Ensured learner pilot process carried out</li> <li>• Travelled to Wawa, Chapleau to hold employer meetings</li> <li>• Compiled all results from employers (including communication protocol) learners, practitioners Sent to Review Committee for suggested changes</li> <li>• Began work on final report</li> </ul>	Appendix 16
March 1 - 14/05	<ul style="list-style-type: none"> <li>• Had review committee rotate employer/practitioner/learner demonstration suggestions during first week and returned to developers for final amendments</li> <li>• Developers made final amendments to demonstrations and submitted final products to LNN</li> <li>• Cover pages and acknowledgement pages drafted/developed using the "Learning Works" logo for project consistency.</li> </ul>	Appendix 17 Appendix 18 Appendix 19

<p>March 15 - 31/05</p>	<ul style="list-style-type: none"> <li>• Began work on PowerPoint demonstration for final report</li> <li>• Liaised with developers, committee members throughout process</li> <li>• Reviewed, compiled results of pilot meetings in Niagara Region (Chambermaid) from survey developed by G. Douglas for her particular meeting</li> <li>• Reviewed materials developed by LWN to use as employer invitations</li> <li>• Compiled results of pilot meetings in Dryden (Cashier) and Thunder Bay (Security Officer) from survey developed by A. Wesolowski as well a checklist developed for employers</li> </ul>	<p>Appendix 22</p> <p>Appendix 23</p> <p>Appendix 24</p> <p>Appendix 25</p>
<p>April 1 - April 8/05</p>	<ul style="list-style-type: none"> <li>• Reviewed, read, proofed, edited final demonstrations in preparation for delivery to publisher for desktopping</li> </ul>	
<p>April 11 - 29/05</p>	<ul style="list-style-type: none"> <li>• Sent final demonstration to desktop publisher</li> <li>• Edited documents received, reviewed for errors and returned until product in final form</li> <li>• Completed PowerPoint presentation for final report</li> <li>• Completed hiring process of evaluators (week of April 4<sup>th</sup>) by conference call with Reference Committee members, evaluators, coordinator and executive director</li> <li>• had contract signed and returned to Network</li> </ul>	<p>Appendix 20</p> <p>Appendix 21</p>
<p>May 2 - 6/05</p>	<ul style="list-style-type: none"> <li>• Completed budget entries project cash flow for project</li> <li>• Had documents printed, assembled and distributed to funders, developers, employers, networks</li> <li>• Plans made to upload demonstrations to LNN website and Demonstrations Ontario Website</li> </ul>	<p>Appendix 26</p> <p>Appendix 27</p>

### **3. LNN Employer Survey Results**

#### **3.1 - Employers Essential Skills**

Employers in Northeastern Ontario were surveyed to obtain a list of the essential core skills that are important in their workplaces. Of course, if this survey was used in another area, the results would likely change.

The surveys were sent to employers in nine communities across the region. Listings of employers were obtained from Chamber of Commerce web sites or local directories. Surveys were sent to employers for all ten profiles in all nine communities.

Of the 104 employers who responded to the survey for information on core skills and hiring practices, 95% stated they would hire a non-graduate if that applicant could demonstrate the skills needed to do the job.

#### **3.1a - Employer Training Methods**

According to the survey, the most predominant training methods employers' use are job shadowing, video and computer based modules.

Job shadowing entails working directly with the employer or another trained employee and observing the daily routine of the job. The trainer will perform a task and ask the trainee to repeat the task.

Tasks may be varied and could include having the trainee complete forms, complete a sale on a cash register, think logically about how to handle situations (role play), take a phone order or message, choose an appropriate cleaner for a specific job, etc. Job shadowing usually takes one week and the employee will then be left on his/her own with someone nearby to oversee problems that may arise.

With video training, the employees view a video or several videos about performing the job for which they were hired. Normally the video is set up in module segments. After each segment the employee answers questions such as what the videoed employee did right or wrong, what other task the employee could have done, what steps might be followed in certain situations, etc. The video would include many of the skill sets required by the employee in order to be successful at work.

The third training method, computer based training, is very popular with "big box" stores such as Wal-Mart, Canadian Tire, Home Depot, Staples, etc. The employees are required to complete training modules on computers located in the store.

The modules include testing on the store's history/background, customer service techniques, theft, health and safety, etc. Employees are also given handbooks such as risk control, policies, loss prevention, equipment use, etc. Once they have read the handbooks, they complete a computer based multiple-choice questionnaire on the materials in the handbook. In some stores, employers have employees go on a scavenger hunt to familiarize the employee with all departments in the store. There are a set number of mandatory modules employees must complete in a two-week period. There are also additional department-specific modules and once these are completed, the employee is considered certified for that specific department and given a certificate. This specialized training provides the employee with opportunity for promotion. During their probationary period, new hires are partnered with a mentor who helps them become familiar with routines such as locating shift schedules, using emergency codes, punch clock use, etc.

### **3.1b - Employer Summary**

92% of employers would consider the completed demonstration an indication of job readiness.

The feedback was very valuable to the developers in creating the draft demonstration. Each developer was given an essential skills chart indicating skills in order of importance, as well as other pertinent information gathered on the survey including training methods, employer requirements, courses employers would provide and other traits on which employers base their hiring decisions. This chart was used to embed the information in the demonstration and is included at the front of each completed demonstration.

Some employers were reluctant to divulge information about what the applicant requirements were, even after the purpose of the project was re-explained. The employers felt divulging this information would enable learners to open their own businesses and increase the competition in their communities.

### **3.2 Learners**

Ten learners piloted the demonstrations. All participants stated that they thought the skills contained in the demonstration were similar to activities they might expect to do on the job. Nine out of ten learners felt the demonstration gave a fair chance to preview what could be expected on the first day of work, and that the demonstration was enjoyable. These nine felt the written and verbal instructions were clear. Eight out of ten learners would include the demonstration as part of an application to an employer. Of the two who would not include the demonstration, one said that the demonstration was not relevant to the employer but would consider submitting a certificate of achievement if the instructor would provide one. The other felt telling an employer he/she was part of a literacy program would hinder his/her chance of getting the job.

### **3.3 Developers**

There were a total of seven developers hired to develop ten demonstrations. For the purpose of citing statistics, the numbers quoted will reflect the ten demonstrations developed and not the seven developers. Once the development and the pilot process were completed and all materials were submitted to LNN, the developers completed one survey per demonstration.

When asked if the job profile provided them was useful to the development of the demonstrations, eight of ten said it was very useful, and two said it was somewhat useful.

The developers relied on other sources of information to create the demonstrations, and these resources are listed at the back of each demonstration. Some developers interviewed employers, managers and/or employees.

The developers were given approximately six weeks to develop the demonstration, and all but one of the developers said this was adequate preparation time. When asked how many hours they spent on the project, the actual development and changes took more than 20 hours for six of the developments and 10-15 hours for four of the developments. Of course, matrix based or learning outcomes demonstrations would need less time for preparation as opposed to workforce related demonstrations, which require the essential skills to be interpreted and scaled to LBS levels. The developers were asked how much time was taken for the learners' practitioners to prepare, organize and/or supplement the materials for the piloting. The practitioners said six of ten used 1- 5 hours, one used 5- 10 hours and three said 10 - 15 hours were used. Most of the developers (seven of ten) said they could not incorporate all of the employers' components into the demonstration because they would render the demonstration invalid and probably too complex for the learner.

Also some of the components would have to be carried out in another setting. This was not realistic during the pilot process as the practitioner would be required to suspend classroom responsibilities and accompany the learner to different locations to perform some tasks. The majority of the developers found it relatively easy to find a learner to pilot the demonstration.

When asked if the successful completion of the demonstration would provide an employer with evidence the learner is entry-level job ready, only three agreed. Seven of the developers said not entirely, because many aspects of the job are outside the LBS mandate and would take time and partnering in order for the learner to be successful. Although 80% of employers said the completed demonstration would indicate job readiness, they also expect the applicant to have developed the skills required outside the LBS mandate.

The practitioners felt that since the piloting took place within the learning centres and was classroom based, partnering with another program and having the learner perform the demonstration within the job environment would better prepare the learner for the job. Practitioners appear to base their responses on what they know they can and cannot provide a learner, and what skills require partnering and different teaching methods. Another suggestion was for the learner to attend a job placement in order to get a better feel for the job.

### **3.4 - LNN Validation Meetings**

All employers who either attended the meeting or were visited had a better understanding of the project. They recognized the resources being made available to adult learners, and had a clearer understanding of Literacy and Basic Skills levels, including the skill levels required for some of the demonstrations developed. When the LBS levels were explained in comparison to grade levels, there was a better understanding of the demonstrations. Employers were asked if they thought the initial survey regarding core skills and job requirements was a good method of gathering information. 90% of employers agreed that it was. All employers felt the questions on the survey were relevant, meaningful and geared to the specific skills a job applicant must have. When asked if the draft demonstration reflected their survey feedback, 84% of the employers stated their responses were accurately reflected, 13% said their responses were somewhat reflected and 3% said their responses were not reflected.

When asked what was over looked in the demonstration the responses were as follows:

"a babysitter/nanny could never expect to work at a day care centre without a college degree"

"the demonstration should have reflected more flexibility"

"some jobs (as a Forestry Worker)are more physically demanding than anything else so learners should be made aware of the requirement to work in adverse and remote conditions. "

"more life skills should be incorporated in the demonstration"

When asked how typical the skills were in the demonstration, 63% of employers said the skills were very typical, 30% of employers said they were somewhat typical and 7% said they were not very typical.

The employers were asked to identify the major differences between the demonstration and a real job scenario, and their responses mostly reflected specific job skills for specific employers. These suggestions were brought forward to the Review Committee who made recommendations to implement or disregard them based on whether they would jeopardize the validity of the demonstration.

When the employers were asked if the successful completion of the demonstration was a sign of job readiness, 80% said they would consider the applicant job ready, 13% said they would consider the applicant somewhat job ready and 7% said they would not consider the applicant job ready, and the applicant would have to provide further information (e.g. experience, schooling).

Employers were asked if they would be interested in responding to future inquiries from project evaluators, and 96% said they would be interested. When asked how they would like to be contacted, 34% said by telephone inquiry, 33% said by employer meeting and 33% said by online survey.

When asked about their overall experience with the validation process, 87% said it was very informative and 13% said it was somewhat informative.

When asked how the Network could maintain open lines of communication with employers, the majority of employers opted for periodic surveys first, and on site visits second. These were followed by distribution of materials, focus group meetings and employer committees.

#### **4. Pilot Process**

Literacy Northwest and Literacy Link Niagara piloted three of the demonstrations. A package of materials was forwarded to the Networks containing the drafts of the demonstrations being piloted, the job profile used to assist in the creation of the demonstrations, instructions and timelines, a copy of the employer invitation and a PowerPoint presentation for employers. The Networks piloted the demonstrations in mid March 2005 and forwarded the results by the end of March.

Literacy Link Niagara piloted the Chambermaid/Housekeeping Cleaner demonstration while Literacy Northwest, with the assistance of the Northwest Training & Adjustment Board, piloted the Cashier demonstration in Dryden, and the Security Officer demonstration in Thunder Bay with the assistance of the North Superior Training Board.

##### **4.1 Literacy Link Niagara Pilot Process:**

Literacy Link Niagara piloted the Chambermaid demonstration with ten hospitality industry employers in the Niagara area. Executive Director Gay Douglas contacted the group to arrange a validation meeting. Unfortunately, their schedules were full and they requested she attend a regularly scheduled monthly meeting. Gay attended and presented the demonstration at this regular membership meeting, but could only be given one-half hour of time to showcase the demonstration. Due to this restriction, the materials were not covered in depth and the employers could provide only minimal feedback.

## **4.2 Literacy Link Niagara Results**

The employer survey used for the validation meeting for the Chambermaid/ Housekeeping Cleaner demonstration was adapted to suit the employers attending. Of the ten employers who attended the meeting, only eight completed the survey. The employers were asked if the authentic documents used in the demonstration were relevant/similar/complete. Five responded the materials were very relevant, one felt they were 50% relevant and two felt they were not very relevant. When asked what was missing in the demonstration, the feedback was as follows:

- One employer pointed out that the hazard symbols were outdated and recommended we include the new symbols. This was relayed to the Review Committee for comment.
- One employer commented that it was difficult to properly review and provide feedback on the demonstration, as there was so much material to read and cover in such a short time period. In order to compensate for lack of time, Gay reviewed the materials with the employers by paraphrasing and explaining the details of the activities.

The rest of the comments were very job specific, and could not realistically be included in the demonstration without changing the validity of the demonstration. These comments included inserting a number of checklists into the activities. (The checklists recommended were too job specific). Other comments suggested we teach the use of two-way radios, biometric punch clocks, mike systems. (These are outside the LBS mandate and would require LBS programs to partner with outside agencies to assist learners in building these skills).

## **4.3 Literacy Northwest Pilot Process**

LNW piloted two of the demonstrations, Security Officer and Cashier. They prepared letters of invitation to employers. The employers who expressed an interest in attending were sent a follow-up letter as a reminder to attend. Other materials LNW and the Training Board provided to the employers were the draft demonstrations, a Checklist for Evaluating/Revising Entry-Level Workforce Demonstrations and an employer survey that was adapted to suit the requirements of the meeting.

## **4.4 Literacy Northwest Pilot Results**

Literacy Northwest piloted two demonstrations with the assistance of the local training boards. The Cashier demonstration meeting was held in Dryden. Of the six employers invited to the meeting, only three expressed an interest in attending and only one employer attended.

The employer confirmed that the demonstration accurately reflected the skills required for the job and would consider the completed assessment an indication of job readiness. She would consider looking at the submitted demonstration with a resume or at the interview stage.

This employer felt her overall experience with the materials and meeting was very informative and expressed an interest in providing further input if contacted in the future. The employer felt the demonstration was complete, accurate and required no changes.

The Security Officer draft demonstration was piloted in Thunder Bay with the assistance of the local training board. Of the six employers invited to the meeting, three expressed an interest in attending and all three attended. Since this was a difficult demonstration to have validated in Northeastern Ontario, LNN was satisfied with the validation results of this demonstration.

The employers made suggestions about changes to vocabulary, using a wider variety of reports for progressive learning, providing a learner with a video presentation used by Security companies, performing the demonstration by way of role playing and putting time limits on the completion of the demonstration. Employers also stated that while the demonstration was very effective and complete, they have very little control over hiring requirements (Government legislated).

All employers felt the tool accurately reflected the skills required to do the job and would consider the completed assessment tool an indication of the applicant's job readiness. They would consider reviewing the completed demonstration along with a submitted resume at the interview stage, or possibly administering the demonstration as part of the written segment of the interview process. All employers felt the overall experience of the validation process was very informative and all expressed an interest in being contacted in the future to assist with further input. Comments made by the employers are as follows:

"Project was well represented, good luck."

"Would like to see a meeting again in the future to see how it is progressing."

"Very informative and in fact is just about in line with present hiring practices which I employ for my company."

#### **4.5 Pilot Process Conclusions**

Inviting employers to meetings in writing and following up with a reminder letter appears to be a successful method of getting results. Our evidence shows that attempting to showcase the demonstration at a meeting intended for another purpose is not as successful as holding a separate meeting for the sole purpose of validating the demonstrations.

The Executive Director of Literacy Northwest observed that the two hours allotted for the meeting was not long enough. Employers were given a rubric to assist with grading the demonstration that required considerable clarification regarding LBS language and levels. Employers are unfamiliar with LBS language and levels and this may contribute to the reason why the meetings were not long enough. She also recommended contacting employees of these job profiles to help provide feedback and validate demonstrations. Overall, although there was some lack of feedback with the Chambermaid/Housekeeping employers, the survey results were positive. Once the employers are at the meeting, they are eager to help and provide input. Employers need to understand the concept of the project and its actual purpose.

## **5. Communication Protocol**

Although the project met with some difficulties while initiating communication with employers, valuable lessons were learned during the process.

Employers were initially surveyed to:

- determine their top five essential skills
- learn how they trained their employees, and
- discover how to maintain ongoing communication with LBS funded agencies

Compiled information was incorporated in the demonstrations.

In order for demonstrations to be valid, they must be meaningful to all parties. They must contain skills that are LBS consistent according to what employers told us were essential. The successful outcome of a valid demonstration would meet the criteria of most entry-level job employers.

Employers were then invited to meetings to validate the demonstrations and were asked:

- if the skills displayed in the demonstration were typical employee skills
- to clarify when the demonstration results should be introduced to employers
- to tell us how we could communicate with them in future to assist with new projects and initiate a line of ongoing communication.

Employers told us at this stage that pre-scheduled on site meetings would have been the most effective method of introducing the project and its objectives (survey stage), and subsequently having them validate the demonstration.

In communities where there was a low survey return, employers were personally visited by appointment. These employers were more eager to help and did not appear pressed for time.

After employers reviewed the draft demonstrations, 92% stated they would consider the completed demonstration an indication of job readiness and would ask that the completed demonstration be submitted with an applicant's resume and reviewed at an interview. Employers also said by way of survey at the validation meetings that they would be receptive to being contacted by project evaluators in future. 34% of employers opted to be reached by phone, 33% said by employer meetings and 33% said by on-line survey.

Employers also said they would like to see lines of communication remain open and they opted for:

- periodic surveys (if they were already familiar with a project)
- pre-scheduled on site meetings
- distribution of materials
- focus group meetings
- employer committees.

87% of employers said their overall experience with the validation process was very informative.

In order to maintain and/or develop a communication process, one should bear in mind the geographic area and weather. If travel to communities is imperative, inclement weather could be a major factor in keeping within project timelines and budgets. Availability of employers during winter months may also be a factor.

Establish personal contact with employers by explaining the purpose and requirements at the outset.

Plan time lines according to the number of employers to be visited in order to meet the project criteria. Target specific employers until the required number agree to assist with the project. Plan into the process the difficulty of engaging employers to assist with the process.

During the development stage of the demonstration, practitioners are encouraged to seek the assistance of their peers and avoid working in isolation. Practitioners will discover that partnering with outside programs may be necessary in some cases in order to ensure the learner develops the skills outside the scope of the LBS agency.

In conclusion, there was one specific response from employers consistently throughout the project. The majority of employers said they would be receptive to helping with the creation of demonstrations if they were personally visited and the process was briefly explained. If planning a number of visits is not feasible due to geographic hindrances an initial phone call to the employer and followed up by an on-site visit would suffice.

## **6. Project Milestones**

Lifelong citizens of a community know more people. The number of surveys employers returned in Timmins as opposed to the outlying communities made this apparent. Whereas in Timmins, we were able to approach employers we knew, outside the community we had fewer contact names. It became obvious through follow-up phone calls that many employers outside the community had not seen the survey. Clearly employers read through the draft demonstrations more consistently than the initial survey, since the draft demonstrations and meeting invitation were addressed to employers who completed the surveys.

Of the nine communities surveyed, the majority of results came from only three communities: Timmins, Wawa and Chapleau. The commitment to attend employer meetings was also predominant in these three communities; therefore, it was not feasible to hold meetings in the other six communities due to costs and time factors. Of the six remaining communities, there was absolutely no response from employers in Smooth Rock Falls or Kapuskasing. Due to the low response rate from employers in Cochrane, Iroquois Falls, Kirkland Lake and New Liskeard, we decided it would be more economical to visit these employers personally by making a day trip to these communities. The results and responses from employers were open, concise and complete. Visited employers seemed more eager to help and did not appear pressed for time since the appointment had been previously made.

There was one consistency throughout all of the employer surveys. We asked what criteria an applicant needed to successfully apply for a job with their company. Approximately 47% of employers said the employee needed a grade 12 education. The following question asked if the employer would hire an applicant without a grade 12 education if they could demonstrate the skills to perform the job. Of the 47% of employers who had responded that they sought a grade 12 graduate, 93% said they would hire a non-graduate employee who could demonstrate the needed skills.

It is evident that many employers may not know what grade level their employees need to perform the job; therefore employers do not consistently demand the standard they advertise concerning job requirements.

After compiling the survey results, and reviewing the "top skills" employers felt were important, it became obvious there were some commonalities from one job to another. For instance, the Chambermaid/Housekeeping Cleaner and Laundromat Operator employers listed the most important skills almost identically. The training methods were also similar. In reviewing both demonstrations, it was noticeable that some of the activities outlined in the demonstrations are similar due to the job requirements.

Other job crossovers that were detected were the Cashier and Florist Assistant, and the Hunting/Fishing Guide and Forestry Worker. Due to the similarities indicated by employers, agencies might consider training learners with curricula for both jobs in order to ensure all of the essential skills are covered, and to ensure learners benefit from the extra learning materials.

Due to the vast geographic area in Northeastern Ontario and the fact that we have four distinct seasons, the project encountered problems with finding a number of employers who would assist with validating demonstrations for the Security Officer, Hunting/Fishing Guide and Taxi Driver profiles. The problems encountered are as follows:

- Larger conglomerates outside the region own most of the security companies in the area. Although the surveys were sent to head offices, no responses were received. Unfortunately, we could only find one employer in the Northeastern region willing to validate the demonstration. Fortunately Literacy Northwest piloted this demonstration and the number of employers who viewed this demonstration was sufficient for validation.
- Hunting/Fishing Guides are abundant in the region, but we soon discovered that the majority of these guide companies close for the winter season and relocate south for the period of closure. This made it extremely difficult to locate employers, and only one employer validated this demonstration.
- Taxi stand owners hire licensed drivers who own their own cars. The stand owners suggested we talk to the car owners since they were the actual employers. Surveys were dropped off at the taxi stands for drivers to complete. A cover letter was included advising the drivers why we needed their feedback. The letter included a deadline to complete the forms. On the deadline date, the package was picked up, but none of the surveys had been completed. We managed to find two taxi stand owners owning all the company vehicles who validated the demonstration.
- The project was successful in meeting the employer validation criteria for only two of the demonstrations (5 or more employers). The demonstrations were validated by the following numbers of employers:

Cashier employers - 4  
Florist Assistant employers - 3  
Fishing/Hunting Guide employers - 1  
Pet Groomer employers - 2  
Forestry Worker employers - 1

Chambermaid employers - 11  
Laundromat Operator employers - 3  
Babysitter/Nanny employers - 5  
Security Officer employers - 4  
Taxi Driver employers - 2

The project validation process was the most difficult step to achieve. Although there was confirmation from five or more employers to attend validation meetings for 80% of the demonstrations, they did not attend and would not commit to a personal visit after the meetings. This was especially disappointing for the Forestry Worker employers where there was an initial confirmation from five employers; and for Cashier employers and Laundromat/Laundry worker employers since there is an abundance of them. With the above noted results, although we did not meet the criteria of five employers for each demonstration, the validation process was more than 60% successful with the exception of the Pet Groomer, Forestry Worker, Fishing/Hunting Guide and Taxi Driver demonstrations.

In conclusion, it was apparent that had the project timeline been lengthened, and efforts been made to obtain contact names from companies, the survey results would have been substantially higher, with more employers attending validation meetings.

It was even more obvious from survey results that, had the project targeted specific employers in a specific community as opposed to a cross section of employers, the results would have been more successful, because time could have been spent locating key contact people. Conversely, by validating the demonstrations in only one community, the results would not have given the demonstration a regional/provincial outlook.

Most importantly, if the project had allowed more time for us to knock on doors and visit employers, the results would have been more successful. Many employers were initially very wary of the project since they thought there was a catch to getting involved. Taking more time to discover contact names and make personal contact with employers would yield a higher number of survey results.

Many employers said that if they were visited, they would take the time to talk to project staff. If they are surveyed by phone or asked to leave the place of business to attend a meeting, it is less likely they will make time to provide feedback.

## **7. Project Conclusions**

The purpose of the project was to have employers validate demonstrations as well as to establish a protocol with employers for ongoing communication.

The following is a listing of project goals, results and conclusions:

- Ten job specific demonstrations are complete and available for use by LBS funded practitioners across the province. The demonstrations will be distributed by C.D.ROM and uploaded to the Network's website and the Demonstrations Ontario website in the summer of 2005.

- Demonstrations will benefit the learners in finding a shorter route to employment and the practitioners who will have job specific documents for training plans.
- Employers who participated have a better understanding of the role LBS funded agencies play in their communities.
- Practitioners in Northeastern Ontario will have more confidence in creating demonstrations as a result of the training provided to them by Shirley Henley and by having an additional ten demonstrations on which to model other workforce demonstrations.
- The project process is detailed in the final report and outlined in the Power Point presentation attached to this report.
- Communication protocol has been initiated with employers. The protocol is outlined for evaluation follow-up and for ongoing communication strategies.
- Establishing Committees at the outset of the project was an important aspect of the project.
- The Reference Committee was formed in order to obtain feedback regarding methods, materials and forms used to carry out the project. All forms created and subsequently used for the project were sent to the committee members for feedback.
- It was imperative to include the Executive Directors of the pilot offices on this committee since they would be approaching employers in their respective communities to pilot three of the ten demonstrations. They needed to be agreeable to the validation methods and timelines.
- The Review Committee was instrumental in making recommendations to the Developers at different stages of the demonstration development. The Committee created development structures and templates to be used as guides by the Developers.
- Due to past experiences with employers, one member recommended the number of surveys to be mailed should be increased substantially because the Network could expect only a 25% return. Therefore, the initial number of surveys mailed was increased from 200 to 530. The advice was important information as the Network received a mere 19.36% return on the employer surveys, even after spending an entire work week calling employers and following up with faxes.

- After all of the survey feedback was compiled, the results were sent to the developers. The Review Committee used the compiled results to develop a rubric for assessing the demonstrations.
- It was evident from the lack of survey results and through discussion with employers that most of them are unable to take time to attend meetings and validate demonstrations due to their busy schedules. Of the approximately 60 employers who expressed interest in attending the meetings, only about one-half of those employers actually attended.
- The process used to validate demonstrations in Northeastern Ontario was considered successful. Although there was a lack of certain employers who could attend the meeting, LNN concluded that opting for a breakfast meeting was a good choice. We assured employers of how much time they could expect to be away from their businesses and kept to that timeline. LNN felt it was not essential to discuss LBS language or levels to any degree since employers would not understand.
- The process of asking employers to meetings away from their places of business was a difficult task in the project. If employers own a small business, they cannot seem to find time to provide assistance. If the employer is big business, they are happy to assist with the project but there are two draw backs with limiting the project to these employers. Firstly, they currently provide company-based training to employees. Unlike small business in Northeastern Ontario, they would not likely find the demonstration a useful tool in their interview process. Secondly, project staff usually dealt with a human resources employee and not the employer. In many cases, the human resources person requires permission to release any type of information from a superior and this delays processes.

## **8. Recommendations**

The following recommendations are worth noting to assist with the success of future workforce projects and to develop workforce demonstrations:

- **Establish Reference and Review Committees** at the on set of the project with a commitment from the committee members to maintain timelines set out for the project.
- **Bear in mind your geographic area** while planning the development of workforce demonstrations. Take into account weather, geographic distance from town to town or city to city, and availability of certain employers at certain times of year.
- **Allow 20+ hours** for the development of workforce based demonstrations.

- **Partner with outside programs** who could assist with the development of job-related skills if these are outside the scope or mandate of the LBS agency.
- **Plan into the process the difficulty of engaging employers** to assist with the process.
- **Calculate project proposal timelines and budgets carefully.** A miscalculation of these will impair your ability to establish personal contact with employers.
- **Allot time to visit employers** as opposed to mailing surveys and sending draft demonstrations inviting them to meetings. Employers repeatedly said they would not make time for phone conversations containing the word "survey", nor would they likely come to a meeting. If visits are not feasible, using contact names on mail outs would be the next best option. The task of bringing on board with the project was difficult and will continue to be a difficult task.
- **Establish personal contact with employers.** On the whole, employers did not initially want to be involved with the project. Taking time to make the personal contact with the employer prior to visiting or mailing the survey was more effective than following up with the employer by phone to re-explain the process.
- **Explain the project purpose and requirements to employers at the outset through personal contact.** Employers are much more at ease with the project once they understand its purpose. They want assurances that commitments are not being sought for anything other than the time to provide crucial feedback in order to create up-to-date materials for our adult learners. At the beginning of the validation meetings, many employers said they thought we wanted to have them commit to hiring LBS learners.
- **Target specific employers** until the required number agrees to assist with the project from beginning to end. A complete buy-in from employers is crucial to the success of the project.
- **Use the expertise of your peers** and rely on their skills as opposed to working in isolation, in order to ascertain success of workforce skills demonstration development.
- **Pre-test and post-test learners** in order to measure skill development with the materials. Although the learners said the demonstrations were fun and meaningful, there was no way to measure the skill development due to the restricted timelines of the project.
- **Evaluate the project** at least six months after it's completion date to measure the success of the project and to maintain the communication protocol with employers.

The next obvious step in this process is to develop curricula for the demonstrations by beginning with the job profiles developed for the Workforce Skills project and complementing these materials with other resources, materials and the expertise of employers. The training methods used by employers could be included to give the curricula a more job-specific focus.

The success of a future project will rely on the expertise of employers, practitioners and the assistance of programs that can develop skills outside the LBS mandate.

In conclusion, although finding employers to assist with validation was the most difficult part of the process, the project is successful in that we have ten more workforce demonstrations that will be distributed to funded agencies across the province. Once employers were on board, they showed commitment and enthusiasm for the project. Bringing more employers to this point in the process will be the challenge of future projects and an essential element of connecting to workplaces.

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**Connecting To Workplaces: Validating Outcomes  
Demonstrations With Employers**

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## Call for Demonstration Developers

The Connecting to Workplaces: Validating Outcomes Demonstrations with Employers Committee is looking for Demonstration Developers. This project involves developing demonstrations based on the core skill functions that will be validated by employers across Northeastern Ontario for specific job profiles.

To be considered for this position, applicants must meet the following criteria:

- Be a LBS trained practitioner
- Submit a completed demonstration that the practitioner has developed. The demonstration will be reviewed by the hiring committee.
- Submit a resume

The successful applicant will be expected to:

- Develop a demonstration for a job specific profile using the core function list, common profile and training methods used in the sector. This information will be provided by the Network.
- Pilot the demonstration with any learner in the province and revise the demonstration accordingly.
- Make final revisions based on employer feedback.

The demonstrations must meet the criteria as posted on the Demonstrations Ontario Website as the successful demonstrations will be posted to this web site. To review the criteria visit <http://demonstrations.alphaplus.ca/Demonstration Bank/>

The Network has allotted \$850.00 for developing each demonstration. The demonstration developer should be prepared to spend time developing, editing and revising as necessary. Time must be allotted to develop the demonstration, make revisions requested by the advisory committee, pilot it with a learner, make additional revisions, and make final revisions based on employers feedback. The successful applicant will be required to subsequently develop demonstrations for the following profiles:

Babysitter/Respite Worker, Chambermaid/Housekeeper, Forestry Worker, Laundromat Operator, Seamstress, Cashier, Florist Assistant, Hunting Guide, Pet Groomer, Security Guard.

Only the successful candidates will be notified. The Network reserves the rights of ownership of the completed demonstrations.

**Submit an example of a demonstration you have developed by mail or fax by October 29, 2004 to:**

Susan Taylor, Project Coordinator  
Literacy Network Northeast  
121-38 Pine Street South  
Timmins, ON P4N 7W9  
Fax: (705) 267-5711  
Email: [suetaylor@ntl.sympatico.ca](mailto:suetaylor@ntl.sympatico.ca)

# **Literacy Network Northeast is seeking a Project Evaluator for the Connecting to Workplaces: Validating Outcomes Demonstrations with Employers Project**

The Connecting to Workplaces: Validating Outcomes Demonstrations with Employers project started in September 2004. This project needs an evaluator in place by April 1, 2005 to complete the evaluation by November 30,2005. The project involves creating 10 outcomes demonstration tools validated by employers within the regions of Literacy Network Northeast, Literacy Northwest and Literacy Link Niagara. Evaluations attained throughout the project from all parties who participated will be available to evaluator.

The evaluator will be expected to review the project objectives and develop a follow up evaluation, design and develop evaluation tools, implement and manage the evaluation, collect, collate and summarize qualitative and quantitative data to ascertain that the project objectives were met and to evaluate the quality and relevance of the project. The evaluation tools created will need to gather information from a diverse group of stakeholders, which are: regional networks that piloted the process (2), employers participating in the project (50%, ~60), training boards partnering with regional networks (3), practitioners who developed the demonstrations (7), practitioners who attended Developing Demonstrations with Shirley Henley (50%, ~25), and advisory/reference committee members (~5).

Evaluator meet project reference committee: Thursday, April 7, 2005 at 9:30 a.m. on a teleconference call.

Other timelines are as follows:

- April - May 2005 Project stakeholders' evaluations will be analyzed
- April - June 2005 Follow up evaluation tools will be created
- October 2005 Follow up evaluations will be distributed, collected and collated
- November 15, 2005 Draft evaluation report is submitted to committee
- November 30,2005 Final report will be submitted to committee

Contract fee: \$2500.00, paid in two instalments: \$800.00 June 30,2005 and balance of \$1700.00 to be paid after final report is submitted. This is a contract position with no additional benefits paid. Contractor will work from own office anywhere in Ontario and be expected to cover any expenses incurred related to meeting the outcomes of the evaluation contract.

Qualifications: To be considered for this position, applicants must meet the following criteria:

- Experience conducting an evaluation on a minimum of two projects, preferably at least one within the literacy field
- Strong verbal and written communication skills
- Proficiency in computer applications, particularly word processing and email
- Ability to review and analyze data and develop conclusions and recommendations.

**Submit a cover letter, resume and two professional references by Friday, March 25, 2005 to Debera Flynn, Executive Director. Applications will be accepted by e-mail only to [literatev@ntl.sympatico.ca](mailto:literatev@ntl.sympatico.ca).**

# **Literacy Network Northeast**

## **Developing Employment Related Demonstrations**

### **Agenda**

Friday September 24,2004

Introductions

Critiquing demonstrations

A review of demonstrations: what they are, how and when to use them

Self-management and direction as part of a work-related demonstration

Lunch

Application: How to develop a work-related demonstration

Hands-on activity

Sharing results

Wrap up and summary

## Developing Employment -Related Demonstrations Evaluation

Presenter: Shirley Henley

1. Overall, the session increased my understanding of the components of a demonstration.
 

1	2	3	4	5
Strongly disagree		Agree		Strongly agree
0	0	9	12	4
  
2. Overall, the training today built on my skills as an LBS instructor.
 

1	2	3	4	5
Strongly disagree		Agree		Strongly agree
0	1	9	14	1 (I'm not an instructor)
  
3. The session increased my ability to think critically about demonstrations.
 

1	2	3	4	5
Strongly disagree		Agree		Strongly agree
0	0	8	10	5
  
4. The presentation allowed time for me to reflect and ask questions.
 

1	2	3	4	5
Strongly disagree		Agree		Strongly agree
0	1	11	12	2
  
5. The material presented increased my ability to integrate domains in writing a demonstration.
 

1	2	3	4	5
Strongly disagree		Agree		Strongly agree
0	0	9	11	3
  
6. Information presented increased my knowledge of how to work with learners with employment goals.
 

1	2	3	4	5
Strongly disagree		Agree		Strongly agree
0	1	7	11	7
  
7. The workshop increased my understanding of how training plans, learning activities, and authentic documents fit together with demonstrations.
 

1	2	3	4	5
Strongly disagree		Agree		Strongly agree
0	0	7	11	7
  
8. The day increased my understanding of the value of community collaboration
 

1	2	3	4	5
Strongly disagree		Agree		Strongly agree
0	1	8	12	4
  
9. Any comments relevant to the environment today (facilities, meals, organization).
  - Many comments made about the facilities, meals, organization not relevant for this portion of the report.

Any closing comments:

- This 6 hour workshop was much more clear/concise than the 3 hour one.
- Great an useful workshop
- Workplace skills differ largely from Southern Ontario to Northern. Most workplaces in N.O. have very few employees, most businesses are owner/operator
- Keep up the great work you are doing.
- Shirley - Thank you! It was very informative
- Info received was good but it would have been helpful for materials to have numbered pages as they got shuffled around, out of order. (My head hurts)
- Fun & helpful day
- Thank you
- Nice group, nice presenter

**The Reference Committee members are as follows:**

Debra Flynn, Literacy Network Northeast, Executive Director	Susan Taylor Literacy Network Northeast Project Coordinator
Audrey Anderson, Ministry of Training Colleges, Universities, Field	Julie Joncas Far Northeast Training Board Executive Director
Doug Noyes, Literacy Link Eastern Ontario Executive Director	Anne marie Wesolowski, Literacy Northwest Executive Director
Gay Douglas Literacy Link Niagara Executive Director	Yvonne Gauthier Wal-Mart, Timmins Human Resources Manager

**The Review Committee members are as follows:**

Dee Go forth, Educational Consultant (Independent) Sudbu.	Shirley Henley, L.B.S. Coordinator District School Board of Niagara
Linda Conley Executive Director Literacy Link of Eastern Ontario	

# **Connecting to Workplaces: Validating Outcomes Demonstrations with Employers Partnership Agreement with Literacy Network Northeast**

The following is a Partnership Agreement between:  
Literacy Network Northeast and

Participating Pilot Site Networks will name a representative to the Connecting to Workplaces Reference Committee (Project proposal considered Appendix 1 of this agreement).

**Committee Term:** September 2004 - April 2005

**Honorarium:** \$250.00 per eligible member (pilot site employees, employees of MTCU or NLS are not eligible)

## **Roles and Responsibilities:**

Committee members will be responsible for providing input into all phases and aspects of the Connecting to Workplaces project, including content for all information sessions with employers and input into the final report, project evaluation. (See Appendix 1).

## **Expectations:**

Committee members will be expected to:

- Attend and participate in a minimum of 4 meetings throughout the project term (which will be conference calls)
- Attend and participate in plenary session with the project coordinator who will provide an overview of the project.
- Monitor and evaluate the project on an ongoing basis to ensure objectives are being met and expectations are on track
- Submit responses, evaluations and feedback as required in a timely manner.

## **Expenses and Honorarium**

The following costs will be covered directly by Literacy Network Northeast:

- Conference Calls related to the project
- Supplies and equipment needed for meetings
- Honorariums and contract fees for outside facilitators and support people related to meetings and the project
- Printing, distribution costs for any reports/documents

Review Committee Members who will be called upon to review applications and demonstrations will receive an honorarium in the amount of \$500.00 as well as expenses incurred for:

- Materials needed as part of the application review process and demonstrations review process, including postage.

Failure to actively participate in the project or to meet the expectations as outlined in this agreement may result in all/part repayment of the honorarium.

### **Payment Schedule**

- The honorarium will be paid upon completion of the project, provided all necessary reports have been submitted and there has been no breach of this agreement

### **Terms of Reference**

- The Reference Committee will meet a minimum of 4 times throughout the duration of the project (conference calls)
- Committee Members must commit to participating in all meetings. Meetings will not go forward without full participation of a quorum of committee members (at least  $\frac{1}{2} + 1$ ). Members who do not participate fully or meet expectations as noted above will not receive full payment of honorarium.
- Committee members unable to participate in meetings must provide at least 48 hours notice to Literacy Network Northeast when possible. Where lack of participation is out of the control of the participant (Le. weather, illness, emergency) the member will not be penalized.
- Literacy Network Northeast will secure meeting dates and times and all attempts will be made to find a convenient date and time feasible to all members.
- Decisions made by the Reference Committee will follow a consensus model however, if a resolution cannot be agreed upon within a reasonable period of time, decisions will be made by vote, with each member receiving one vote.
- Literacy Network Northeast will be responsible for facilitating brainstorming and plenary sessions, circulating agendas, minutes and other documents related to meetings.
- Communication between meetings will be via e-mail and telephone calls.
- Major decisions will be made in an official meeting capacity (conference call).
- Each committee member will be considered as a spokesperson for the project and will deliver consistent messages as determined by the committee (for those pilot offices named).
- All communication about the roll out of the project to the funders and the field will be directed through Literacy Network Northeast.
- Other than official minutes, summaries or other written documentation, information discussed and shared at meetings will be treated as confidential

- Any breach of this agreement will result in a committee member being removed from the project without further payment.

**Literacy Network Northeast is solely responsible and accountable for outcomes of the project, including financial liabilities, hiring and supervising personnel/contractors related to the project, contracting trainers and other professionals related to the project, submitting final reports and ensuring all expenses and objectives are met in a timely manner. Reference Committee members will not be responsible or liable for any decisions (financial or otherwise) made by Literacy Network Northeast. Where members decide to delegate any of its work related to the project, Literacy Network Northeast will not be responsible for supervision of personnel, liabilities and finances related to that delegate member.**

I have read the Partnership Agreement and understand all terms and expectations.

I have read the project proposal (Appendix 1) and understand that Literacy Network Northeast is the lead organization for the project and as such ultimately accountable for the outcomes and finances related to the project.

\_\_\_\_\_  
Signature of Member

\_\_\_\_\_  
Print Name and Date

\_\_\_\_\_  
Literacy Network Northeast Signature

\_\_\_\_\_  
Print Name and Date

**Name of Network:** \_\_\_\_\_

**Appointed Project Committee Members are:**

1. Literacy Northwest
2. Literacy Link Niagara

*All terms of this agreement are pending results of funding*

# **Connecting to Workplaces: Validating Outcomes Demonstrations with Employers Partnership Agreement with Literacy Network Northeast**

The following is a Partnership Agreement between:  
Literacy Network Northeast and

The members of the Demonstrations Review Committee (Project proposal considered Appendix 1 of this agreement).

**Committee Term:** September 2004 - April 2005

**Honorarium:** \$500.00 per member

## **Roles and Responsibilities:**

Review Committee members will be responsible for providing input into all phases and aspects of the Connecting to Workplaces project, dealing with developing demonstrations. This will include providing input on best practices for developing demonstrations, including content.

## **Expectations:**

Review Committee members will be expected to:

- Participate in a minimum of 4 meetings throughout the project term (which will be conference calls)
- Attend and participate in plenary session with the project coordinator who will provide an overview of the project.
- Monitor and evaluate the project on an ongoing basis to ensure objectives are being met and expectations are on track
- Submit responses, evaluations and feedback as required in a timely manner.

## **Expenses and Honorarium**

The following costs will be covered directly by Literacy Network Northeast:

- Conference Calls related to the project
- Supplies and equipment needed for meetings
- Printing, distribution costs for any reports/documents
- Materials needed as part of the application review process and demonstrations review process, including postage.

Failure to actively participate in the project or to meet the expectations as outlined in this agreement may result in all/part repayment of the honorarium.

## **Payment Schedule**

- The honorarium will be paid upon completion of the project, provided all necessary reports have been submitted and there has been no breach of this agreement

## **Terms of Reference**

- The Review Committee will meet a minimum of 4 times throughout the duration of the project (conference calls)
- Committee Members must commit to participating in all meetings. Committee members unable to participate in meetings must provide at least 48 hours notice to literacy Network Northeast when possible. literacy Network Northeast will secure meeting dates and times and all attempts will be made to find a convenient date and time feasible to all members.
- Decisions made by the Review Committee will follow a consensus model however, if a resolution cannot be agreed upon within a reasonable period of time, decisions will be made by vote, with each member receiving one vote.
- literacy Network Northeast will be responsible for facilitating brainstorming and plenary sessions, circulating agendas, minutes and other documents related to meetings.
- Communication between meetings will be via e-mail and telephone calls.
- Major decisions will be made in an official meeting capacity (conference call).
- All communication about the roll out of the project to the funders and the field will be directed through literacy Network Northeast.
- Other than official minutes, summaries or other written documentation, information discussed and shared at meetings will be treated as confidential
- Any breach of this agreement will result in a committee member being removed from the project without further payment.

**Literacy Network Northeast is solely responsible and accountable for outcomes of the project, including financial liabilities, hiring and supervising personnel/contractors related to the project, contracting trainers and other professionals related to the project, submitting final reports and ensuring all expenses and objectives are met in a timely manner. Reference Committee members will not be responsible or liable for any decisions (financial or otherwise) made by Literacy Network Northeast. Where members decide to delegate any of its work related to the project, Literacy Network Northeast will not be responsible for supervision of personnel, liabilities and finances related to that delegate member.**

I have read the Partnership Agreement and understand all terms and expectations.

I have read the project proposal (Appendix 1) and understand that literacy Network Northeast is the lead organization for the project and as such ultimately accountable for the outcomes and finances related to the project.

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Signature of Member

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Print Name and Date

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Literacy Network Northeast Signature

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Print Name and Date

***All terms of this agreement are pending results of funding***

## **Ground Rules for Committee Meetings**

- Respect for each other
- Honesty in expressing concerns and thoughts
- Question and ask for clarification when needed
- Wait until someone is finished speaking
  - Define our objectives clearly
    - Keep on track
  - Equal ownership of agenda
    - Consensus model

**Keep having fun**

# **Criteria for Developing Demonstrations Contract Between Literacy Network Northeast and \_\_\_\_\_ (Developer)**

- Each Developer will receive a job profile for the demonstration they will develop. The profile contains information such as definitions of the job, other job titles, the essential skills and literacy basic skills required to do the job, samples of job postings, authentic documents, and activities for the learners. The profile will also contain the top 5 essential core skills as indicated by regional employers. This list will come under separate cover the week of November 15, 2004.
- Each Developer will also be given templates to follow to develop the demonstration in order to keep the process consistent and to make it better manageable for the Review Committee. The templates are provided for the sole purpose of ensuring Developers do not omit any critical parts of the process.
- The Network will be validating the demonstration with employers, therefore; the Developers must consider not only the learner but specifically the employer as the main audience when creating the demonstration. The demonstrations must be developed in such a format that will portray to employers, successful performance prepares learners for entry-level positions. The demonstration must be job specific, encompassing the identified core job skills. <http://www.geocities.com/> It is important that the Developer not dwell on the LBS skills and focus more on developing a job oriented demonstration.
- The final product must also reference materials the practitioner relied on to develop the demonstration. The final demonstration must have an answer key.
- The Developers may use the materials within the profiles or other materials located from other sources.
- The **deadline** for producing the demonstration is **January 3, 2005** and must be received at the Literacy Network Northeast's office by this date. If your demonstration is ready prior to this date, please submit it immediately to provide the Review Team more time to critique each demonstration as opposed to critiquing 10 demonstrations at once.
- After the review, the demonstrations will be returned to the Developers to make any recommended amendments. The demonstrations will be returned to the Developers **no later than January 10, 2005**. The amendments will be made and returned to the Network **no later than January 14, 2005**.
- Once the amendments are made, the Developer will pilot the demonstration with a learner. The learner will be paid an honorarium of \$50.00 each to participate in the pilot. The learners and the Developers will be asked to complete a survey at the end of the pilot. The pilot process must be completed **no later than February 28, 2005**.
- The demonstrations will be sent to employers in the latter part of January 2005 for validation. They will be asked to attend a meeting in February 2005 to critique and suggest changes to the demonstration. The Developer will then be asked to

make the final changes to the demonstration as recommended by the Review Committee. The final product must be returned to the Literacy Network Northeast's office no **later than March 14, 2005**. The honorarium of \$850.00 per demonstration will be paid to the Developers upon final receipt of the materials.

- The demonstration and answer key are the property of Literacy Network Northeast.

Signature of Developer \_\_\_\_\_

Date \_\_\_\_\_

Literacy Network Northeast  
121 - 38 Pine Street North  
Timmins, Ontario P4N 6K6  
Telephone (705) 267-5663  
Fax (705)267-5711  
Email: [literacy@ntl.sympatico.ca](mailto:literacy@ntl.sympatico.ca)  
Web site: [www.nt.net/~literacy/](http://www.nt.net/~literacy/)

Dear Employer,

My name is Susan Taylor and I am a Project Coordinator with Literacy Network Northeast. We are an agency that supports adult literacy programs in our region. We are currently working on a project to validate an employer's entry-level expectations so that our programs can better prepare potential employees.

One of the expected long-term goals of the project is to assist adult learners in gaining the necessary skills needed to find entry-level employment. We are seeking your input to help us do that. As an employer, I'm sure you can relate to one or more of the following concerns.

Some employers said they:

- have difficulty filling entry-level positions due to a lack of qualified candidates.
- have unfilled middle-level positions due to a small pool of employees qualified for promotion (when more paperwork, reading and writing are required).
- experience costly problems of high staff turnover, and low employee productivity.
- have a workforce with limited options for retraining or cross training as conditions warrant.

If you have any of these concerns, we want to help by preparing potential employees with the essential skills they need to do the job, as defined by the Conference Board of Canada. For more information on essential skills, visit their website at [www.conferenceboard.ca](http://www.conferenceboard.ca) We want to help literacy programs prepare learners so they are better trained and prepared for a particular job. To achieve this, we need your input.

With the launch of this new project, the outcomes will result in developed assessment tools that could serve as a method of demonstrating the applicant has the essential skills for the job. A specific tool will be developed for each of the job profiles highlighted in our project. We are seeking your assistance by providing your feedback on these assessment tools in the near future.

The success of this project depends on your input. As the first step, I have attached a short survey, which will take about a half hour of your time to complete and return to us. This is our way of finding out what employers expect of their current employees and/or future applicants. Once the results are compiled, the tools will be developed and distributed to employers across the region. Finally the Network, in conjunction with the

Far Northeast Training Board will then send out invitations for employers to attend a meeting in their community to provide feedback on the assessment tool. Community meetings are planned to take place in February 2005, and should only take an hour and a half of your time. Please complete and return the attached survey by **Friday, November 12, 2004**. You can fax the survey to us at (705) 267-5711 or you can mail it to the address noted above.

We thank you whole-heartedly for your cooperation and support!

Sincerely,

Susan Taylor, Project Coordinator  
[suetaylor@ntl.sympatico.ca](mailto:suetaylor@ntl.sympatico.ca)

# Employer Survey

## CASHIERS

1. Our research indicates that the following are essential core skills for Cashiers. Please go over the list of core skills and add any that you feel are missing. Once you have added to the list, number the top 5 in order of importance to you as an employer. Example, if Writing Skills is more important than Time Management, score Writing Skills as 1 and Time Management Skills as 2. Proceed to number the 5 most important task skills within each category by order of importance to you. Your lower numbers will indicate the "must have" skills and the higher numbers will indicate the "nice to have" skills

### Example:

[2] Time Management:

1 being on time 3 problem solving 2 maintain attendance

[1] Writing Skills

2 write messages & notes 1 prepare receipts 3 record information

### Essential Core Skills:

[ ] Time Management:

- being on time
- problem solving
- maintaining attendance
- be a team player
- work independently
- take initiative
- solve tasks
- organize work
- follow procedures & policies
- accept feedback
- be safety conscious
- deal with stress & conflict
- others\_\_\_\_\_

[ ] Writing Skills:

- write messages & notes
- prepare receipts
- record information on charts
- work with technology
- complete simple form
- prepare lists and schedules
- do data entry using a key pad
- prepare identification documents
- others\_\_\_\_\_

1.  Math Skills:

- count to 1000
- calculate percentages
- read/write numerals to 1000
- multiply and divide
- use decimals
- add/subtract with carrying
- verify calculations
- make proper change
- make calculations with dollars
- handle money
- measure
- solve mathematical problems
- operate a cash register
- work with a calculator
- process debit /credit payment
- other \_\_\_\_\_

Reading Skills:

- read symbols
- read signs
- read/follow instructions/directions
- read charts, lists, schedules
- read notes, messages, notices
- read company products & services information
- read work manuals and reports
- read company policies and regulations
- locate/read information on computer
- other \_\_\_\_\_

Additional Skills:

- provide clear information
- listen/understand information
- practice good hygiene
- use interaction strategies
- use appropriate vocabulary, language, tone
- respect cultural, ethnic diversity
- take direction
- be friendly, helpful, efficient
- other \_\_\_\_\_

2. What training methods do you use to train your Cashiers:

Audio       Video       Job Shadowing       Computer Based

Other - Please explain:

3. What requirements would you look for in an applicant?

- WHMIS
- Grade 10
- Grade 12
- First Aid
- CPR
- Other \_\_\_\_\_

4. If an applicant did not attain the requirements through regular channels (ie school or training course certificates), would you consider hiring an applicant who could demonstrate they have the skills to perform the job?

Yes  No - explain why

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5. If you are open to accepting someone with alternative methods of obtaining the requirements, would you consider hiring someone if they could demonstrate their skills with their resumes?

Yes  No - explain why

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6. When applicants submit job applications, what screening grid do you use to narrow the search?

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7. What training courses would your company provide for a new hire?

- WHMIS
- First Aid
- CPR
- Other - please include below

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We count on your excellent judgement of business knowledge and hiring practices. Phase IT of our project will entail facilitating a meeting with employers in your community. We

would like you to participate in critiquing our new assessment tool for Cashiers and provide feedback. This will take approximately 1 to 1 ½ hours of your time sometime in February 2005. Can we count on your attendance:

Yes  No

What would be the best method to contact you?

Phone (please provide number)  Mail (confirm mailing address)

Email (provide email address)

**Please provide your company name:**  
**Your position with the company:**  
**Your Name:**

Thank you for your time and support with our project. Please fax the completed survey **no later than Friday November 12, 2004** to:

Literacy Network Northeast  
(705) 267-5711

We will follow up after the due date in the event your schedule did not allow you time to complete the survey.

Name	Address/Phone Numbers	Email/Contact address
<p>Susan Lefebvre</p> <p>Demonstration Submitted:</p> <p>Ordering School Jackets</p>	<p>Home: 22 Rean Drive North York, ON M2K 1H3 Phone: 416-224-8338</p> <p>Work: Literacy for East Toronto 765 Queen Street East Toronto, ON M4M 1H3 Phone: 416-392-6810</p>	<p>Home: <a href="mailto:susan.lefebvre@tcdsb.org">susan.lefebvre@tcdsb.org</a></p> <p>Profile: Chambermaid/ Housekeeper/Cleaner</p> <p>Nov 30, 2004, developer indicated could not de demonstration and profile passed on to Jane Barber</p>
<p>Karen Farrar</p> <p>Demonstration Submitted:</p> <p>Shipping and Receiving</p>	<p>Home: 435 Hemlock Street Timmins, ON P4N 6T4 Phone: 705-264-6308</p> <p>Work: Timmins Learning Centre 104-85 Pine Street South Timmins, ON P4N 2K1 Phone: 705-268-8900</p>	<p>Timmins, ON P4N 6T4 Phone: 705-264-6308</p> <p>Work: Timmins Learning Centre 104-85 Pine Street South Timmins, ON P4N 2K1 Phone: 705-268-8900 Home: <a href="mailto:kwfarrar@ontera.net">kwfarrar@ontera.net</a></p> <p>Profiles: Babysitter/Nanny/ Respite Care Worker Hunting/Recreational Guide Forestry Worker</p>
<p>Jane Barber</p> <p>Demonstration Submitted:</p> <p>Craft Show Table Demonstration</p>	<p>Home:</p> <p>Phone:</p> <p>Work: Literacy Education &amp; Training 15 Winterset Crescent Etobicoke, ON M9R 4A1 Phone: 416-247-1364</p>	<p>Home: <a href="mailto:jbarber-lets@rogers.com">jbarber-lets@rogers.com</a></p> <p>Profile: Laundromat Operator Chambermaid/Housekeeper/Cleaner</p>
<p>Christine Pinsent-Johnson</p> <p>Demonstration Submitted:</p> <p>Babysitter/Respite Worker</p>	<p>Home: 132 Grenadier Way Nepean, ON K2J 4M1 Phone: 613-825-7645</p> <p>Work: Ottawa-Carleton District School Board 440 Albert Street, Reception Room 1212E Ottawa, ON K1R 5B4 Phone: 613-239-5951</p>	<p>Home: <a href="mailto:christinepi@sympatico.ca">christinepi@sympatico.ca</a></p> <p>Profile: Security Guard</p>
<p>Sue Hughes</p> <p>Demonstration Submitted:</p> <p>Measuring for Size (Making a Shirt)</p>	<p>Home: 881 Dawson Point Road New Liskeard, ON P0J 1P0 Phone: 705-647-4953 Fax: 705-672-4112</p> <p>Work: Literacy Council South Temiskaming 95 Meridian Avenue Haileybury, ON P0J 1K0 Phone: 705-672-4232</p>	<p>Home: <a href="mailto:lhalcro@yahoo.com">lhalcro@yahoo.com</a></p> <p>Profile: Florist Assistant</p>

<p>Lesley Halcro</p> <p>Demonstration Submitted:</p> <p>Dishwasher Detergent Label</p>	<p>Home: 42 First Avenue Toronto, ON M4M 1W8 Phone: 416-778-9099</p> <p>Work: Literacy of East Toronto 765 Queen Street East Toronto, ON M4M 1H3 Phone: 416-392-6810</p>	<p>Home: <a href="mailto:lhalcro@yahoo.com">lhalcro@yahoo.com</a></p> <p>Profile: Pet Groomer</p>
<p>Anne-Marie Kaskens</p> <p>Demonstration Developed:</p> <p>Calculating a Restaurant Bill</p>	<p>Home: 18 Linton Avenue Toronto, ON M1N 1W6 Phone: 416-778-9099</p> <p>Work: Literacy for East Toronto 765 Queen Street East Toronto, ON M4M 1H3 Phone: 416-392-6810</p>	<p>Home: <a href="mailto:akaskens@sympatico.ca">akaskens@sympatico.ca</a></p> <p>Profile: Cashier</p>
<p>Maxine Belille</p> <p>Demonstration Developed:</p> <p>Reading Cleaning Project Labels</p>	<p>Home: 736 University Avenue East Windsor, ON N9A 2Z7 Home: 519-252-8351 Fax (H): 519-252-4337 Work: 519-255-6770 Ext 4460 Work: Windsor Public Library 850 Ouellette Avenue Windsor, ON N9A 4M9 Phone: 519-255-6770</p>	<p>Home: <a href="mailto:mbellille@city.windsor.on.ca">mbellille@city.windsor.on.ca</a></p> <p>Profile: Taxi Driver</p>

# Sample of Contents of Job Profiles

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### Taxi Driver Job Profile

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# **DRAFT Demonstration for Babysitter/Respite Worker**

Created by Christine Pinsent-Johnson

## **(Information for the Instructor)**

NOTE: Please refer to the document, *A Collection of Goal Activities*, to understand the approach taken to the development of this sample demonstration.

### **How does the activity reflect employment practices?**

Employers and trainers have identified issues around scheduling and availability as one of the most crucial factors in determining the success of a Babysitter/Respite Worker. Most of these jobs are on-call, which means work schedules are very unpredictable. These kinds of jobs often demand a high level of flexibility, planning, organization, and support, specifically with regards to childcare, if an employee is to be successful in the job.

In addition, the demonstration activity requires the student to respond to various scenarios with regard to scheduling. These scenarios touch on the real-life situation of the students, and issues such as childcare, transportation, availability must reflect this. Although the format of the schedule is standard, the scenarios will need to be adapted for each student.

### **How does the demonstration relate to literacy tasks?**

This demonstration incorporates the use of authentic materials, namely a work schedule from the employer. In addition, the student may need to refer to local transportation schedules.

**How does the demonstration relate to literacy, numeracy and personal skills?**

<b>Written Communication (LBS Level 1)</b>	<b>Oral Communication</b>	<b>Numeracy</b>	<b>Personal (SM/SD)</b>
<ul style="list-style-type: none"> <li>• Able to read days of the week including abbreviations</li> <li>• Able to read and write information in a two item table with rows and columns</li> <li>• Able to read 5-7 sentences that have personal meaning</li> <li>• Able to consult transportation schedules, using printed schedules or by calling</li> </ul>	<ul style="list-style-type: none"> <li>• Able to support scheduling decisions</li> <li>• Able to express reasons for declining shifts</li> <li>• Able to come up with solutions and alternatives to make up shifts</li> </ul>	<ul style="list-style-type: none"> <li>• Able to calculate hours available to work and hours worked</li> <li>• Able to calculate rate of pay per hour and related costs, such as transportation and childcare</li> </ul>	<ul style="list-style-type: none"> <li>• Able to come up with back-up plans for childcare</li> <li>• Able to research and access community and family supports</li> <li>• Able to support decisions for declining/accepting shifts</li> <li>• Able to suggest alternatives and solutions</li> </ul>

**How is the demonstration assessed?**

You can use the chart above to determine if the student was able to complete the required skills that are part of the demonstration. Simply highlight or check the completed skills and highlight or circle the skills that need work. The student should be able to complete all of the skills.

**How much assistance should the student receive?**

The completion of this demonstration will involve your direct involvement in one of the questions, a role-play. In addition, you may be asked to clarify issues related to wording and understanding the instructions. Please provide this. Remember, this is not a test of the student's ability to read instructions, but it is a demonstration of their ability to organize their schedules and make choices that lead to a balanced work and home life.

# **DRAFT Demonstration for Babysitter/Respite Worker**

Created by Christine Pinset-Johnson

## **(Information for the Student)**

This activity will be used to see if you are ready to work as a Babysitter/Respite worker. It will also help you to understand and prepare for some of the challenges in this kind of work.

**Read the situation below and fill out the schedule to show when you are available to work.**

### **SITUATION**

**During the week of October 31 - November 7 you have to think about the following changes in your schedule:**

October 31, 5:00-7:30 pm	Go out on Halloween with Sarah and Daniel
November 2, 11:00am	Dentist apt. for Sarah
November 3, all day	Car at the garage for repair
November 4, 6:00 pm	Be home when ex comes to pick up children
November 5, 3:00-5:30 pm	No after school childcare because sitter is away
November 6, 11:00-1:00	Volunteer to help Daniel's cub group sell hot dogs at the grocery store

Show your availability on the schedule below. Shade in each box to show the times you can work.

	SUN 31	MON 1	TUES 2	WED 3	THRU 4	FRI 5	SAT 6
AM							
PM							
EVE.							

(Actual schedule from employer)

Sometimes employers will simply give you a schedule. Here is a schedule showing the times the employer wants you to work.

	SUN 31	MON 1	TUES 2	WED 3	THRU 4	FRI 5	SAT 6
AM							
PM							
EVE.							

Based on your availability, which shifts can you take?

Place a ✓ on the boxes that you can work.

Which shifts can't you take?

Place a ✗ on the boxes that you can't work.

Is there a way that you can work the shifts that you marked with a ✗? What choices do you have?

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Will these choices cost extra money (babysitter, taxi)? If you earn \$25.00 for a three-hour shift, are these choices okay?

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**NOTE: You will need your instructor to help you here.**

How will you turn down shifts? Think about what you will say, then role- play the situation with your instructor.

How many shifts would you like to work each week? \_\_\_\_\_

Calculate how much money you will make each month if you are paid \$25.00 per shift.

You are able to make \$175.00 extra per month and keep all your benefits. Are you above or below this amount?

Do you want to add or take away the number of shifts you want to work?

## - Model Demonstration Example -

Learner Name: \_\_\_\_\_ Date Completed: \_\_\_\_\_

**Demonstration Title: Work Order / Invoice**

**LBS Level: 3**

Title subject is clear.

Level is identified.

<p><b>Description of Demonstration Activity:</b> In this demonstration the learner is required to show through role play that he/she can record information correctly from a customer and use it to write a work order and invoice.</p>	<p>Summary description includes the purpose of the activity and shows how skills will be applied, i.e., to write a work order /invoice.</p>
<p><b>Main Goal Path:</b> Employment</p>	<p>Main goal path is clearly stated.</p>
<p><b>Theme:</b> Sales and service</p>	<p>Theme is listed.</p>
<p><b>Short Term Goal:</b> Use writing skills successfully to complete simple business forms at level 3.</p>	<p>Short term goal is clear and specific to primary out come and level.</p>
<p><b>Primary Outcome:</b> Write clearly to express ideas</p>	<p>Primary out come is stated</p>
<p><b>Secondary Outcome(s):</b></p> <ul style="list-style-type: none"> <li>• Read with understanding for various purposes</li> <li>• Speak and listen effectively</li> <li>• Use number sense and computation</li> </ul>	<p>Three secondary out comes are evident. With four outcomes altogether, this demonstration is highly integrated making it complex, meaningful and challenging to the learner.</p>
<p><b>Materials Required:</b></p> <ul style="list-style-type: none"> <li>• calculator</li> <li>• note pad</li> </ul>	<p>All materials to be provided by the learner are listed.</p>

# - Model Demonstration Example -

Created by Demonstrations Ontario

Learner Name: \_\_\_\_\_

Date Completed: \_\_\_\_\_

Demonstration Title: Work Order / Invoice

LBS Level: 3

Title subject is clear.

Level is identified.

<p><b>Description of Demonstration Activity:</b> In this demonstration the learner is required to show through role play that he/she can record information correctly from a customer and use it to write a work order and invoice.</p>	<p>Summary description includes the purpose of the activity and shows how skills will be applied, i.e., to write a work order /invoice.</p>
<p><b>Main Goal Path:</b> Employment</p>	<p>Main goal path is clearly stated.</p>
<p><b>Theme:</b> Sales and service</p>	<p>Theme is listed.</p>
<p><b>Short Term Goal:</b> Use writing skills successfully to complete simple business forms at level 3.</p>	<p>Short term goal is clear and specific to primary outcome and level.</p>
<p><b>Primary Outcome:</b> Write clearly to express ideas</p>	<p>Primary outcome is stated</p>
<p><b>Secondary Outcome(s):</b></p> <ul style="list-style-type: none"><li>• Read with understanding for various purposes</li><li>• Speak and listen effectively</li><li>• Use number sense and computation</li></ul>	<p>Three secondary outcomes are evident. With four outcomes altogether, this demonstration is highly integrated making it complex,</p>
<p><b>Materials Required:</b></p> <ul style="list-style-type: none"><li>• calculator</li><li>• note pad</li></ul>	<p>All materials to be provided by the learner are listed.</p>

## - Model Demonstration Example -

Learner Name: \_\_\_\_\_ Date Completed: \_\_\_\_\_

**Demonstration Title: Work Order/Invoice**

<b>Help Allowed:</b>	The student may ask questions to clarify information. The student may ask for the spelling of proper names. The student may take notes while you are talking and use them to calculate costs and write up the invoice.
<b>Adaptation:</b>	Conduct the initial contact with the student over the telephone. Make up a different scenario, with different materials/products, and an appropriate invoice /bill form.

## - Model Demonstration Example -

Learner Name: \_\_\_\_\_ Date Completed: \_\_\_\_\_

**Demonstration Title: Work Order /Invoice**

Instructions are complete and well ordered. They contain enough detail to

### **Learner Information and Instructions:**

This demonstration will show how well you can carry out an important task related to the kinds of jobs you are interested in. It's a task that your employer would expect you to do well.

The demonstration involves a role-play. You are going to be a clerk in the customer service department of the Bradford Glass Company. Your tutor is a customer who needs your advice and help. Your task is to find out exactly what the customer wants so that you can prepare a work order/ invoice. It should be accurate and complete. We want the boss to be proud of you!

You can ask your customer to spell any proper names. People's names, especially last names, are hard to spell. You can also take rough notes on your note pad at any time. You will need two forms:

- the company's price list
- the work order/invoice

It is the policy of your company to always explain the final bill to the customer pointing out what repairs or work was done and how much was charged.

The demonstration has an employment focus and therefore is clearly connected to the learner's goal path.

The focus is on application and performance. The learner is asked to engage in a realistic workplace situation which makes the demonstration fun and challenging. The demonstration represents a significant "chunk" of learning.

## - Model Demonstration Example -

**Learner Name:** \_\_\_\_\_ **Date Completed:** \_\_\_\_\_

Demonstration Title: Work Order / Invoice

<b>BRADFORD GLASS LTD.</b> Box 1233 Bardford, Ontario, L9Z 2B7 (905) 775-0000				<b>INVOICE/WORK ORDER</b>  <b>Number: 0217</b>				
<b>Customer Order #</b>	<b>Telephone</b>			<b>Fax</b>		<b>Date</b>		
Name:								
Address:								
Postal Code								
Sold By	Cash	Charge Card	Cheque	Debit	C.O.D.	On Acct.	Mdse ret	Paid out
Quality			Description			Price		
Special instructions  All claims and returned goods must be accompanied by a paid bill						Subtotal		
						GST		
						PST		
						TOTAL		
Received by:						Thank You		

Authentic materials are used effectively. The work order/invoice here has been retyped to ensure it is clear and to avoid copyright issues.

## - Model Demonstration Example -

Learner Name: \_\_\_\_\_ Date Completed: \_\_\_\_\_

**BRADFORD GLASS LTD. Box 1233 Bradford,  
Ontario, L9Z 2B7**

*Price List – Window and Mirror Repairs*

*Labour costs: \$28.00/Hour*

<b>Parts</b>	<b>Size</b>	<b>Cost of Materials</b>	<b>Time Required (hours)</b>
<b>Glass sheets</b>	8" × 10"	\$4.60	1
	10" × 14"	\$5.80	1
	18" × 24"	\$8.75	1.5
	24" × 36"	\$15.95	2
	4' × 8'	\$35.00	2
	8' × 12'	\$45.00	3
<b>Mirror sheets</b>	8" × 10"	\$6.80	1
	10" × 14"	\$10.20	1
	18" × 24"	\$28.00	1.5
	24" × 36"	\$48.00	2
	4' × 8"	\$60.00	2
<b>Wire and Findings</b>		\$5.60	

## ***- Model Demonstration Example -***

**Learner Name:** \_\_\_\_\_ **Date Completed:** \_\_\_\_\_

**Demonstration Title: Work Order/Invoice**

**Assessment:** The level of performance required for success in this demonstration is: \_\_\_\_\_

The agreed upon amount of time for the learner to complete this task is: \_\_\_\_\_

### **Learner's Self Reflection:**

The demonstration ensures that the learner participates in assessing his/her own performance by providing an opportunity for the learner to self-reflect on his/her work.

I listened carefully to what my customer wanted. Yes  No

I took notes during the conversation. Yes  No

I asked for all the details I needed. Yes  No

I was able to answer any questions the customer asked. Yes  No

I could re-read my notes after the conversation. Yes  No

I was able to make up an invoice with all the relevant detail Yes  No

The invoice was clear and neatly written. Yes  No

I found this demonstration challenging and enjoyable. Yes  No

There are some things I would change about the demonstration. Yes  No

Other comments: Yes  No

## - *Model Demonstration Example* -

**Learner Name:** \_\_\_\_\_ **Date Completed:** \_\_\_\_\_

**Demonstration Title: Work Order / Invoice**

	<b>Needs Work</b>	<b>Improving</b>	<b>Satisfactory</b>	<b>Outstanding</b>
<b>Write clearly to express ideas</b>				
<ul style="list-style-type: none"> <li>• completes more complex forms requiring non-personal information</li> </ul>				
<ul style="list-style-type: none"> <li>• shows awareness of audience needs</li> </ul>				
<ul style="list-style-type: none"> <li>• organizes and writes information accurately for business purposes</li> </ul>				
<b>Read with understanding for various</b>				
<ul style="list-style-type: none"> <li>• uses titles and sub-headings as organizers</li> </ul>				
<ul style="list-style-type: none"> <li>• scans to find specific information in lists</li> </ul>				
<b>Speak and listen effectively</b>				
<ul style="list-style-type: none"> <li>• speaks clearly and in a focused and organized way when presenting information to others</li> </ul>				

<ul style="list-style-type: none"> <li>• works to repair miscommunications "What I meant was ... did you say?"</li> </ul>				
<ul style="list-style-type: none"> <li>• able to converse with familiar and unfamiliar individuals</li> </ul>				
<b>Use number sense and computation</b>				
<ul style="list-style-type: none"> <li>• adds and subtracts, multiplies and divides multi-digit numbers and decimals.</li> </ul>				
<ul style="list-style-type: none"> <li>• performs money calculations</li> </ul>				

**This demonstration:**

- Was successfully completed
- needs to be tried again

The overall LBS Level assigned to the demonstration is accurate. The assessment tool clearly identifies the primary and secondary outcomes. The number of key success markers/ performance indicators (10) is appropriate to the level of the activity. The type of assessment tool chosen for this demonstration is the cut line which is appropriate. It looks at how the activity as a whole is performed and therefore corresponds well to the level and complexity of the demonstration.

## Checklist for Developing Demonstrations

<i>Key Features of a Demonstration</i>	
<b>Demonstration clearly links with the learner goal(s).</b>	<ul style="list-style-type: none"> <li>• Employment goal is clearly stated.</li> <li>• Short-term learning goals are clearly stated.</li> </ul>
<b>Demonstration is a relevant, integrated, real-life activity which motivates the learner to perform.</b>	<ul style="list-style-type: none"> <li>• Activity is challenging, e.g., it encourages original thinking, decision-making and problem-solving</li> <li>• Activity is relevant, i.e., it relates to the learner's employment goal and appears to be something that the learner needs to do on the job.</li> <li>• Demonstration integrates several outcomes and skills sets as appropriate to the level; it represents a significant "chunk" of learning.</li> <li>• Demonstration focuses on application and performance</li> </ul>
<b>Demonstration uses authentic materials where possible and in an authentic context.</b>	<ul style="list-style-type: none"> <li>• Authentic materials are used in real-life ways</li> <li>• Copyright is provided</li> <li>• Clear photocopies or reproductions of materials are provided</li> </ul>

<i>Assessment Component</i>	
<b>The assessment tool provides an accurate measurement of performance.</b>	<ul style="list-style-type: none"> <li>• The overall LBS levels assigned to this demonstration is accurate</li> <li>• Assessment tool clearly identifies learning outcomes related to core job function</li> <li>• Key success markers/performance indicators are fully embedded in the demonstration activity</li> </ul>
<b>Assessment tool reflects the level and complexity of the demonstration.</b>	<ul style="list-style-type: none"> <li>• Type of assessment tool (holistic ↔ analytic) tool clearly corresponds to the level and complexity of the activity</li> <li>• Number of success markers/performance indicators is proportionate to the level and complexity of the activity</li> <li>• Markers/indicators measure the performance of skills that are considered critical to the overall outcome</li> </ul>
<b>Learner Collaborates in the assessment process.</b>	<ul style="list-style-type: none"> <li>• Demonstration directs practitioners to share assessment criteria with learners</li> <li>• Demonstration addresses the issue of how well a learner must perform for success</li> <li>• Demonstration ensures that the learner participates in assessing his/her own performance and provides an opportunity for the learner to reflect on his/her work</li> </ul>

## Checklist for Developing Demonstrations

<i>Style Features</i>	
<b>Title and summary description of demonstration are clearly indicated</b>	<ul style="list-style-type: none"> <li>• Title of the demonstration is meaningful and clear</li> <li>• Summary description is meaningful and clear and includes the purpose of the activity and how the skills will be applied</li> </ul>
<b>Instructions to the learner are well ordered, clear, complete, and reflect the level of the learner</b>	<ul style="list-style-type: none"> <li>• Instructions are well ordered</li> <li>• Instructions contain sufficient detail to give the learner clear direction</li> <li>• Instructions use appropriate sentence structure</li> <li>• Appropriate vocabulary is used</li> </ul>
<b>Materials are appropriate in tone and are free from gender, age, racial, cultural, or other bias</b>	<ul style="list-style-type: none"> <li>• Tone is encourage and engaging and appropriate to the level</li> <li>• Materials are free from bias (unless the demonstration specifically deals with recognizing bias)</li> </ul>
<b>Demonstration is free from spelling, grammar and punctuation errors</b>	<ul style="list-style-type: none"> <li>• No spelling, grammar and punctuation errors are present</li> </ul>
<b>Design and layout consider the level of the learner and contribute to the overall organization, appearance and appeal of the demonstration</b>	<ul style="list-style-type: none"> <li>• Pages are laid out neatly with proper margins, spacing, and fonts</li> <li>• Sufficient white space is provided</li> <li>• Font selection and font size are appropriate for the level of learner</li> <li>• Effective use is made for font styles (e.g. bold or italics)</li> <li>• Tables and columns are correctly formatted and arranged appropriately on the page</li> </ul>

Created by Centre AlphaPlus Centre

### **Attention Employers**

Literacy Network Northeast is showcasing assessment tools developed to assist adult learners with low literacy skills. These tools could be valuable to you in your process for interviews with applicants. The tools to be showcased on **Feb. 17th** and will be for employers who hire: cashiers, cleaners/chambermaids, babysitters/nannies, florist assistants, taxi drivers, security guards, hunting & fishing guides, pet groomers, forestry workers and laundry workers. If you'd like to attend and participate in this meeting, **RSVP** Sue Taylor at 267-5663

Sent to the Timmins Daily Press and the Timmins Times for publishing.

# Literacy Network Northeast

121 -38 Pine Street North  
Timmins, Ontario P4N 6K6  
Telephone

(705) 267-5663 or 1-800-489-7614

Fax (705) 267-5711

Email: [literacy@ttl.sympatico.ca](mailto:literacy@ttl.sympatico.ca) Web site: [www.nt.net/literacy](http://www.nt.net/literacy)

## FOR IMMEDIATE RELEASE

Connecting to Workplace

Literacy Network Northeast has completed a project aimed at assisting adults with low literacy skills to prepare to enter the workforce. The project also researches the skills employers require of their entry-level employees. In partnership with Far Northeast Training Board, they received project funding from the Ministry of Training, Colleges and Universities and the National Literacy Secretariat.

To date, literacy practitioners have developed job-related assessment tools for ten occupations: cashier, florist assistant, pet groomer, forestry worker, security guard, taxi driver, chamber maid/cleaner, laundry worker, hunting/fishing guide and babysitter/nanny. The assessment tools include reading, writing, speaking and numeracy tasks new employees must be able to successfully perform.

The Network would like to showcase these assessment tools with local employers. Join us for breakfast at the **North of 17 Restaurant on Wednesday, February 23<sup>rd</sup> from 8:30 to 10:00 a.m.** The Network is looking for feedback and suggestions on how adult learners could use these tools to inform employers of their workplace skills.

Employers willing to help us with this initiative are asked to **RSVP Sue Taylor at 1-800-489-7614 by February 18th.**

For more information contact:

Susan Taylor, Project Coordinator or  
Debera Flynn, Executive Coordinator.

Literacy Network Northeast

Phone: (705)267-5663

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The Network would like to showcase these assessment tools with local employers. Join us for breakfast at the Chapleau Learning Centre on Thursday, February 24<sup>th</sup> from 8:30 to 10:00 a.m. The Network is looking for feedback and suggestions on how adult learners could use these tools to inform employers of their workplace skills.

Employers willing to help us with this initiative are asked to **RSVP Sue Taylor at 1-800-489-7614 by February 18th.**

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Web: <http://www.nt.net/literacy.ca>

## **Project aims to help adults get skills to enter workforce**

Literacy Network Northeast has completed a project aimed at assisting adults with low literacy skills to prepare to enter the work force.

The project also researches the skills employers' require of their entry-level employees.

In partnership with Far Northeast Training Board, they received project funding from the Ministry of Training, Colleges and Universities and the National Literacy Secretariat.

To date, literacy practitioners have developed job-related assessment tools for ten occupations: cashier, florist assistant, pet groomer, forestry worker, security guard, taxi driver, chamber maid/cleaner, laundry worker, hunting/fishing guide and babysitter/nanny.

The assessment tools include reading, writing, speaking and numeracy tasks new employees must be able to successfully perform.

The Network would like to showcase these assessment tools with local employers. Join us for breakfast at the Chapleau Learning Centre on Thursday, February 24<sup>th</sup> from 8:30 to 10:00 a.m.

The Network is looking for feedback and suggestions on how adult learners could use these tools to inform employers of their workplace skills.

Employers willing to help us with this initiative are asked to RSVP Sue Taylor at 1-800-489-7614 by February 18<sup>th</sup>.

## Employer Evaluation and Feedback Survey

*Literacy Delivery Agencies rely upon input from key community stakeholders to help them plan and deliver effective literacy programs. Employers are a key stakeholder group that can inform literacy agencies about their workforce training needs.*

1. In November 2004 we asked you to identify the most important skills and abilities you look for in a job applicant. We used a survey to collect this information because the information we sought was quite extensive. Do you believe this was an effective method of communicating and gathering input from you?

Yes

No - If no, please explain what method would have been more effective for you.

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2. Did you feel the questions on the survey were relevant, meaningful and geared to the specific skills that are important for a job applicant to have?

Yes

No -If no, please explain what you felt was irrelevant

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3. After receiving the assessment tool developed for a job profile related to your company, did the tool accurately reflect your survey feedback?

Yes

Somewhat

Very Little

Not Reflected

4. If the assessment tool did not reflect what you told us, please tell us what was clearly overlooked in the assessment tool.

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## Employer Evaluation and Feedback Survey

5. For similar jobs in your facility, how typical are the tasks in the assessment tool?

- Very Typical     Somewhat typical     Not very typical     Not at all typical

6. What would be the major differences between the tasks in the assessment tool and the actual job tasks in your facility?

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7. If an applicant successfully completed the assessment tool tasks, would you consider the demonstrated skills performed to be an indication of the applicant's job readiness?

- Yes     Somewhat     No (Explain why)

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8. If you answered yes or somewhat to the above question, and considering your company's current hiring practices, how could an applicant effectively communicate this proficiency?

- With resume     Part of Portfolio     At Interview     Other (Explain)

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## Employer Evaluation and Feedback Survey

9. As a community employer, would you be interested in responding to future questions from literacy agencies about identification of literacy needs in the hiring process, changing trends, gaps, workplace knowledge, etc?

Yes       No (Explain Why)

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10. As a follow up to this meeting, in six months the Network will randomly select a number of employers from those we are currently working with to assist in the project's evaluation. If you were randomly selected, what is the best follow up method for you:

Employer Meeting       On Line Survey       Telephone Inquiry

Other (Explain) \_\_\_\_\_

11. How do you feel about the overall experience you have had with this validation process project?

Very Informative     Somewhat Informative     Not Informative

12. It is important for literacy delivery agencies to establish and maintain open lines of communication with employers from all sectors offering entry-level jobs. Literacy delivery agencies offer adult learners with employment goals, programming that focuses on the essential skills, (numeracy, communication, reading, writing, computers, self-management, etc.) required by the workplace. Agencies greatly benefit from input from employers that allows them to stay current with evolving employment trends, hiring practices and training needs. How can literacy agencies work with employers to keep an open line of communication?

13. Would you be interested as an employer to receive a copy of the completed assessment tool for possible use in your place of business to assist with conducting interviews?

Yes       No

## **Employer Evaluation and Feedback Survey**

**14.** Do you wish to add a personal comment regarding the project and the meeting you attended today?

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**Thank you for your time and commitment to our project.**

**Company Name (Optional):**

**Location:**

**Your Name: (Optional)**

## **Connecting to Workplaces - Executive Summary**

The Workforce Skills Training Project, which concluded in June 2004, was the basis for the proposal to request funding for this project; Connecting to Workplaces - Validating Outcomes Demonstrations with Employers. The 224 job profiles that were compiled in twelve centres in eight communities in Northeastern Ontario was the first step in providing practitioners with materials to assist adult learners with job specific skills. Although the profiles contain information about essential skills, job titles, activities geared specifically to the profile and authentic documents, there is no curriculum for the profiles. This may be the basis for another project in the future.

Literacy Network Northeast felt that although the materials were useful in the centres, there was no indication about how they were being used. The Network also felt that if the agencies could pick ten of the predominant profiles and develop demonstrations for the learners as a measuring tool for employers to validate, this would accomplish two things. The employers could help with the project by telling us what basic essential core skills were needed to do the job so developers could develop meaningful exit demonstrations geared to the employers specific needs. The demonstrations could be distributed to the field once employers validate them. This would prove to be a cost saving measure for other agencies as well as for employers. It would also open doors to employers who would be willing to contribute to the project by providing feedback and continue to provide the agencies with feedback through open lines of communications as the industries change with times.

The project commenced in September 2004 and committees were put in place to assist with all phases of the project. The Advisory Committee is responsible for reviewing documents, ideas and materials developed for the project. The Review Committee is responsible for the hiring of competent developers to develop the demonstrations, and subsequently critique the materials as they come due. The employers were sent a survey in early November asking for feedback on what essential core skills were important to them, what training methods they used, and what prerequisites were needed by the employee, among other things. The surveys were compiled and the results were sent to the developers and the Review Team. The Review Team developed a rubric as a guide to reviewing the demonstrations. Recommendations were made and the demonstrations returned for editing. The final draft demonstration was sent to the employers in mid January with an invitation to a meeting to help with validating the demonstrations. These meetings are scheduled to take place in February 2005.

After having spoken to other Network staff working on similar projects, it was apparent that our planned survey strategy would probably yield a response maximum of twenty-five percent. Knowing this, our initial list of two hundred employers was expanded and a total of five hundred and forty surveys were sent out. Still, only seventeen percent of employers responded to the survey. The project's target was for five employers in each category to attend the validation meeting. This was accomplished with the majority of the job profiles but the results are lacking in the profiles for Taxi Driver, Pet Groomer, Florist Assistant, Security Guard and Hunting/Fishing Guide. Taxi stand owners stated

their criteria for hiring drivers was that they possessed a taxi license, had a valid drivers license, and could provide a driver abstract. The owners of the taxis looked after hiring additional drivers and this was not an issue with the stand owner. Trying to approach the car owners was next to impossible and even those I did speak to have no interest in participating in the project. Florist Assistant employers are not abundant in Northeastern Ontario with some communities having none.

There are only three Security companies in Northeastern Ontario. Only one replied to the survey but was not interested in attending the meeting. This required looking for outside assistance by contacting Personnel companies who hired security guards for employers.

To date, only one employer has committed to attending the meeting. Hunting/Fishing Guides are abundant in Northeastern Ontario but not in winter months. Most relocate to the States for the season and return in the Spring. Pet Groomer employers were least willing to participate as they do not want competition in their communities.

Although these demonstrations will not have the desired employer base number of five for the validation process, there is at least one employer per demonstration while some have two or three interested employers.

It became apparent over the course of the project that employers in Northeastern Ontario are not enthused about getting involved in adult workplace literacy projects. Big corporations like Wal-Mart and Canadian Tire have their own programs within the company for training employees and were the most eager to get involved. Northeastern Ontario does not have many "big box" stores. Small family businesses are abundant in the North but are obviously not interested for several reasons. It is conceived perceptions that these employers may not realize what core skills are essential for their employees. They hire employees by word of mouth, and base their judgement of the employee on instinct or word of mouth recommendations. Many of these employers hire seasonally. In conclusion, gaining the interest and keeping the interest of the employers who come to the validation meetings will be an important aspect of the project. Hopefully the employers will buy in to the project and help keep the lines of communication open. Distributing the materials to the field will be a true benefit for all practitioners, learners, and employers. All employers attending the meetings will be sent the final draft of the demonstration in the hopes they would consider using the materials with new employees.

After re-examining the budgeted dollars for the developers and the Review Team it was apparent that monies allocated to both parties was inadequate considering the amount of time the practitioners spent developing, editing, piloting, re-editing the demonstration and completing surveys. The Review Team also spent an enormous amount of time reviewing the applicant demonstrations, deciding on the successful applicants, creating a rubric as a template based on the survey results and reviewing the assigned demonstrations as they were due. The Review Team will be responsible for reviewing the feedback from both the employers and the learners to determine if the suggested changes are valid and should be incorporated. Due to the under budgeted amounts in these areas and due to under spending in other areas, the Network will make a request to re-allocate amounts in the

future. In conclusion, without the developers and review committee members, there is no project.

## Connecting to Workplaces - Project Background

Literacy Network Northeast's Connecting to Workplaces project was approved for funding through Ministry of Training, Colleges and Universities and National Literacy Secretariat. This project includes eight communities in Northeastern Ontario:

• Timmins	• Cochrane
• Kapuskasing	• Kirkland Lake
• New Liskeard/Temiskaming	• Iroquois Falls
• Chapleau	• Wawa

The project was developed as a result of the success of the Workforce Skills Training Project completed in June 2004. The Workforce Skills Training Project resulted in the compilation of approximately 224 entry-level job profiles.

The Workforce Skills Training Project saw twelve researchers hired in eight communities. Researchers studied the local labour market of the communities to determine the predominant entry-level jobs available. Statistics were gathered, employers were contacted and practitioners consulted in order to determine the needs of the stakeholders involved. Each compiled profile contains a job definition, titles of similar jobs, Literacy Basic Skills levels required to perform the job, activities gathered from available agency resources or from web sites located through research. The practitioners assessed the activities in each profile to ensure the activity skill levels matched the LBS levels.

Researchers contacted and visited community employers to gather authentic documents used in the workplace in specific job capacities. Employers sometimes assisted by providing valuable information such as training methods used by the company, courses provided to new hires, requirements of potential employees, etc. The authentic documents make up a part of the profile, and could be used to complete activities that would be uniquely job related.

During the last month of the project, Researchers created Appendix and Reference notes for the gathered materials. Documents that were not affected by Copyright laws were burned to a C.D. for distribution. Unfortunately due to time constraints and legalities, the C.D.'s are not complete copies of the profiles but have listings of materials used so practitioners can gain access to them. Hard copies of the profiles are available from the participating centres.

The centres now have a library of job profiles to assist with building curriculum for teaching adult learners specific skills for specific jobs. Due to the fact that the profiles were compiled generically without curriculum, the questions now remain, is the information contained in the profile accurate and are the materials geared to what employers are actually looking for? Will a student completing the activities actually be able to demonstrate the skills the employer is specifically looking for? Will the time and effort put into these profiles be useful and meaningful to practitioners, learners and

employers? Will employers be receptive to helping the project attain its goal in developing demonstrations that provide positive outcomes for learners seeking entry-level jobs?

These questions brought the need to further develop the previous project. The Connecting to Workplaces project involves approaching employers through a more direct method and asking for their assistance in answering these questions and attaining the goal of developing demonstrations that would be validated by these employers. This will provide the practitioners with confidence that the materials they are using are current and truly job related. It is also our intention to make employers aware of the literacy centres in their communities and understand that not all learners can learn in a conventional method.

## Connecting to Workplaces - Project Introduction

Literacy Network Northeast, in conjunction with the Far Northeast Training Board confirmed the need for the development of outcomes demonstrations for ten of the more predominant profiles. Two networks from Thunder Bay and St. Catherines agreed to come on board by piloting at least one demonstration with employers from their areas. The ultimate goals are firstly to develop useful, meaningful, current, job related assessment tools employers agree are reliable and valid indicators of job readiness. Another goal of the project is to establish open and ongoing communication with local employers to ensure relevancy of programming. Once all employer meetings are completed, employers, practitioners, and learners will have reviewed demonstrations, and the Pilot networks will submit their findings and results of meetings with employers. Final changes will be made to the demonstrations. The Network will then distribute these outcomes demonstrations or assessment tools to practitioners throughout the Province for learners who complete curriculum for a specific job. Although it is not the intention of the Network to develop curriculum for the demonstrations, this assessment tool could be used by practitioners as an exit test and possibly provide employers with assurances that the learner has completed a program and has the essential skills to apply for an entry-level job. The demonstrations were developed for the following job profiles:

- Cashier
- Babysitter/Nanny/Respite Care
- Taxi Driver
- Hunting/Recreational Guide
- Forestry Worker
- Chambermaid/Janitor/Cleaner
- Florist Assistant
- Security Guard
- Pet Groomer
- Laundry Worker

These profiles were chosen for developing for several reasons. The profiles had not been included in previous projects of a similar nature therefore no extensive work is duplicated. Although there is some overlap of work with the Chambermaid/Housekeeper profile, the regional diversity of the number of employers the Network intends to work with is far greater than that of only one agency. The profiles were developed because the jobs are predominant in the communities in Northeastern Ontario, and therefore the most important profiles to develop.

Learners need to find the shortest route to employment, so it is our goal to help in accomplishing this during and beyond the project term. Shirley Henley of the District School Board of Niagara, who delivers the "Developing Employment Related Demonstrations" workshop emphasized that the feedback or lack thereof while delivering this workshop, indicates that practitioners are not comfortable in developing demonstrations due to lack of experience. This affirmed the need to have practitioners develop demonstrations, pilot them with learners and have the demonstrations validated by employers before being circulated to the field. This project has presented the opportunity to provide sample demonstrations to the field.

## **Connecting to Workplaces - Project Overview**

The Workforce Skills Training Project completed in June 2004 was the stepping-stone for this project. The creation of these developed demonstrations will benefit a number of stakeholders including learners, programs, practitioners, employers, networks, training boards and the Region. Employers will benefit from the results of the project, as LBS funded agencies will have demonstrations available to practitioners throughout the Province for each of the ten job profiles. The demonstration will save practitioners valuable time in researching and locating materials. The demonstrations can serve as a template to practitioners wanting to develop their own demonstrations to meet the unique needs of learners and community employers.

The field will benefit directly as the materials will outline the project method and include a template for programs and networks to circulate to the field. The materials will also be distributed to all regional and sectoral networks as well as training boards. The project will be posted to the Literacy Network Northeast and Far North East Training Board websites, and the demonstrations posted to the Demonstrations Ontario Website. The final report and materials will serve as a template or model for developing demonstrations for other job profiles.

The objectives of the project are to learn the needs of the employer for the purpose of designing effective literacy programs and develop assessment tools employers agree demonstrate a learner has attained the entry level skills for employment.

The project will be evaluated for effectiveness by surveying the stakeholders. Results will be measured through the eyes of practitioners, employers, learners and training boards. Six months after the project's completion, the Network will hire an independent reviewer to determine the quality and relevance of the project. The review will be based on whether the project objectives were met. This will provide sufficient time lapse to measure the impact on practitioners, employers, learners and networks.

## Connecting to Workplaces - Project Outline

In order to achieve the project goals, a number of steps were put in place to ensure the success of the project:

The Project commenced in September 2004. Prior to the commencement of any project activity, contact with key people was established to create an Advisory Committee and a Review Committee. The Advisory Committee was established to provide expert feedback on documents and ideas on material development for the project. The Advisory Committee members are as follows:

Debra Flynn, Literacy Network Northeast, Executive Director	Susan Taylor Literacy Network Northeast Project Coordinator
Audrey Anderson, Ministry of Training, Colleges, Universities, Field Consultant	Julie Joncas Far Northeast Training Board Executive Coordinator
Doug Noyes, Literacy Link Eastern Ontario Executive Director	Annemarie Wesolowski, Literacy Northwest Executive Director
Gay Douglas Literacy Link Niagara Executive Director	Yvonne Gauthier Wal-Mart, Timmins Human Resources Manager

Two members of the Advisory Committee, Annemarie Wesolowski of Literacy Northwest and Gay Douglas of Literacy Link Niagara committed to pilot at least one demonstration with employers in their regions. The pilot process will take place simultaneously with the Network's employer meetings in February 2005. This will allow the network to monitor and measure results on a Provincial level.

Two members of the Advisory Committee, Annemarie Wesolowski of Literacy Northwest and Gay Douglas of Literacy Link Niagara committed to pilot at least one demonstration with employers in their regions. The pilot process will take place simultaneously with the Network's employer meetings in February 2005. This will allow the network to monitor and measure results on a Provincial level.

Dee Goforth, Educational Consultant (Independent) Sudbury	Shirley Henley, L.B.S. Coordinator District School Board of Niagara
Linda Conley Executive Director Literacy Link of Eastern Ontario	

The expertise of the Review Committee members is essential to the quality assurance of the demonstrations. As well, one of the members was instrumental in reviewing the employer survey results and creating a rubric template as a guide for determining the quality of the demonstrations.

A workshop was planned and executed for the benefit of practitioners in Northeastern Ontario. Shirley Henley of District School Board of Niagara delivered the workshop "Developing Work Related Demonstrations", Practitioners were given copies of the Call for Demonstration Developers and encouraged to apply for one of ten developer positions. The Call was also posted to the Alphacom website.

The applicants were requested to submit a previously developed demonstration and a resume. The review process was completed and the developers hired. Copies of similar profiles were compiled and distributed to the developers along with a contract, some basic instructions, and two templates as guides to developing the demonstrations. These materials were sent to the developers in the early part of November 2004. The developers/demonstration list is as follows:

Karen Farrar Timmins Learning Centre Timmins, ON	Babysitter/Nanny Hunting/Recreational Guide
Jane Barber Literacy Education & Training Etobicoke, ON	Laundry Worder/Laundromat Operator Chambermaid/Housekeeper
Christine Pinsent-Johnson Ottawa-Carleton District School Board Ottawa, ON	Security Guard
Sue Hughes Literacy Council of South Temiskaming Haileybury, ON	Florist Assistant
Lesley Halcro Literacy for East Toronto Toronto, ON	Pet Groomer
Anne-Marie Kaskens Literacy for East Toronto Toronto, ON	Cashier
Maxine Belille Windsor Public Library Windsor, ON	Taxi Driver

The "Learning Works" logo and materials developed for an Ontario Literacy Coalition project is being used for the project. Surveys and a cover letter to employers were developed during October 2004 printed and mailed to employers on November 1, 2004. By mid November, the survey results were compiled and sent to the developers and the

Review Committee. These results outlined in order of importance the essential core skills needed by employers, training methods they used most often, pre-requisites for applying and interview grids employers may use to screen applicants. Employers were also asked if they would attend a meeting to validate the demonstration materials and a list of interested employers was documented for future contact. During the month of December 2004, a Power Point Presentation to employers was developed and given to the Advisory Committee for feedback. The amended copy was finalized in early January 2005.

The developers were given to January 3, 2005 to submit the draft demonstration and these were sent to the Review Committee. The Committee had until January 7, 2005 to review the demonstrations and make recommendations for amendments and/or changes. These were returned to the developers for changes and resubmitted to the Network in final draft form by January 14, 2005. During the month of December, the development and assembly of Employer packages began. The package included an invitation to the meeting scheduled in their area in February 2005, a copy of the demonstration with an outline for the specific feedback we sought, as well as materials such as notepads and pens. Business cards from the Network and Far North East Training Board were also included. Venues were secured and travel arrangements made. By mid January, the demonstrations were ready and inserted in the Employer packages and mailed to employers with an RSVP deadline. The pilot offices were sent a copy of the demonstration being piloted, a copy of the job profile, a copy of the Power Point Presentation for employers, project logo paper, portfolio logo paper, and surveys for the employers, pilot learners and pilot offices.

By mid December 2004, the Review Committee had developed a rubric to use in the assessment of the demonstrations. A copy of the rubric was sent to each developer to assist them with ensuring completeness and consistency. It also served as a time saving device to the Review Committee since the developers ensured the profiles met the criteria of the rubric.

The pilot networks will also meet with employers in February 2005 to provide employer feedback to the network with the survey results. The employers' suggestions will be reviewed by the Committee, and then sent to the developers for final amendments. The results will be incorporated in the final demonstration by the developers and a final package will be submitted to the Network for future distribution to all of the stakeholders.

## Connecting to Workplaces - Project Time frames

<b>September 1 – September 10, 2004</b>	Literacy Network Northeast contacted Project Coordinator to determine availability to Coordinator Connecting to Workplaces project and establish start date	Complete
<b>September 13 – September 30, 2004</b>	Establish contacts with key people and develop committees (Advisory and Review). Set up meetings with stake holders, draft class for Demonstration Developers and distribute/post to Alphacom job site. Establish guidelines/criteria for applicants	Complete
<b>October 1 – October 31, 2004</b>	Liasise with both committees, establish meeting dates, guidelines. Draft letter and surveys to employers; submit to Advisory Committee for feedback. Send out for printing. Create mailing lists for materials due for mailing November 1, 2004. Create cash flow chart for budget spending; liaise with Project Asst. to track spending throughout project.	Complete
<b>November 1 – November 5, 2004</b>	Print up mailing lists, prepare envelopes, mail surveys to approx. 500 employers with deadline of Nov. 12 <sup>th</sup>	Complete
<b>November 8 – November 12, 2004</b>	Liaise with review committee, choose developers. Contact developers/review committee by conference call and establish criteria, timelines, etc. Follow up with written documentation (contract, instructions, profile, demonstration templates)	Complete
<b>November 22 – November 30, 2004</b>	Compile survey results, forward results to developers & review committee. Review Committee developed rubric for assessing demonstrations. Meet with FNETB to establish meeting dates, materials, etc. Contact coordinators in established areas to locate venues, etc. Draft invitation for meeting and surveys for stakeholders, learners, developers, and pilot sites for feedback. Send to advisory committee	Complete

<b>December 1 – December 10, 2004</b>	Liasise with developers; offer assistance in locating pilot learners. Begin work on employer presentation, review feedback from Advisory Committee on surveys & invitation, and make necessary changes.	Complete
<b>December 13 – December 17, 2004</b>	Prepare invitation for printing. Send invitation out for printing with deadline to Jan 3/05. Continue work on employer presentation.	Complete
<b>December 20 – December 31, 2004</b>	Although centres are closed for holidays, committee members, developers were provided with Coordinator contact information for assistance or clarification	Complete
<b>January 3 – January 7 2005</b>	Demonstrations due Jan. 3 <sup>rd</sup> , sent electronically to Review Committee fr suggested changes/amendments	Complete
<b>January 10 – January 14, 2005</b>	Demonstrations returned to developer for recommended changes and returned to Network office	Complete
<b>January 17 – January 21, 2005</b>	Demonstrations copied along with employer invitation in preparation for mailing. Invitations/demonstration pkgs assembled and mailed to employers in region	Complete
<b>January 24 – January 31, 2005</b>	Final preparations made for meetings with employers in February/05. Ensure developers have learners in place to pilot demonstration	Complete
<b>February 1 – February 28, 2005</b>	Hold meetings with employers in region, gather feedback, suggestions. Return demonstrations to Review Committee for suggested changes as they become available. Begin work on final report.	Pending
<b>March 1 – March 31, 2005</b>	Continue to have changes made to demonstrations per employers' suggestions. Send surveys to stakeholders with deadline of March 31/05. All materials due in network by March 31/05	Pending

<b>April 1 – April 29, 2005</b>	Wrap up loose ends, complete final report, make necessary copies for regional/sectoral networks, OLC, Alphacom, NALD, MTCU, and NLS. Have demonstrations posted to Demonstrations Onatario, LNN, FNETB websites.	Pending
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## Connecting to Workplaces - Project Indicators

One thing became very apparent during the initial meeting with the Network and the Far North East Training Board.

- The initial contact meetings planned with employers could not be done face to face due to timeline and budget constraints. The decision was made to contact employers by way of survey.
- Knowing the results would not exceed twenty-five percent, instead of a planned 200 surveys being mailed, a total of 539 were mailed to employers.

It was decided after discussions with stakeholders that ideally five employers in each category was necessary for the validation process to be a success than having too many employers providing feedback. The Network had a seventeen percent rate of return on 539 surveys. This means we have five employers for five demonstrations and three employers for the remaining demonstrations.

The Network sent invitations in January to all employers who responded to the survey regardless of whether they were planning to attend a meeting or not, in an effort to increase attendance.

Given the project timeframe and budget, there were several challenges encountered with the project:

- Future projects of this nature would require longer time frames and more budget dollars to establish rapport with employers and ensure "buy in" of the project.
- Due to the required details necessary in the surveys sent to employers, many felt it too cumbersome and difficult for employers to complete. (See Survey Sample - Appendix A)
- Many employers do not have interest in helping literacy delivery agencies and therefore have no interest in completing surveys or attending meetings.
- There is a big challenge with the demographics of making contact with employers throughout the region. If the project contact does not know the employer somewhat personally, it is difficult to convince the employer to become involved.
- Specific demonstrations could be presented to employers in specific communities for validation as opposed to requesting regional validation of all demonstrations.
- The realization of these challenges did not surface until well into the project timeline, hence did not permit a drastic change in strategy.

After the surveys were compiled, it was noted the shortage of responses came from employers for Florist Assistants, Taxi Drivers, Security Guards and Hunting/Recreational Guides.

One week was spent contacting employers in these fields by phone resulting in a variety of responses. Most employers for Florist Assistants stated they would most likely look for someone with a florist certificate before hiring someone who simply had an artistic flare

for this work. The results were low in this field because some communities have no floral shops.

Employers hiring Taxi Drivers defined their hiring criteria as follows. If the car owner has a Taxi License, a driver's abstract and insurance, they meet the criteria to work for the cab company. The stand owners stated the car owners should be contacted to complete the survey as the owners themselves hire drivers for their vehicles. The survey was subsequently delivered to two local stands with no new results.

There are only three Security companies in Northeastern Ontario. Of the three, one is in the process of being sold to a large company in Southern Ontario. Unfortunately for the Network, this one particular company is the only one who responded to the survey but stated they were not interested in attending the meeting. The other two companies were called and both stated they were not interested in participating. The surveys have since been sent to two personnel companies who hire security guards on behalf of these companies. Only one company responded.

Pet Groomers were the most difficult employers to deal with. Each community has on average two to three pet groomers with some communities having none and groomers travel from community to community. These employers were offended at being asked to complete the survey, or attend the meeting. They were not receptive to having additional pet groomers set up business in their communities. Although it was explained this was not the intent of the project, they were not receptive to assist.

The Hunting, Fishing, Recreational Guide outfitters are abundant in Northeastern Ontario but the majority are closed for the winter and relocate to the southern states for the season, therefore inaccessible. Of the few who responded to the survey, only two agreed to attend a meeting.

# Connecting to Workplaces - Interim Project Conclusions

The project process conclusions:

- Demonstration validation could have been easier, more successful by having a demonstration or two validated in each community as opposed to regionally validating all ten demonstrations.
- Project budget dollars should have been allocated to honorarium fees for developers and review committee members from travel.
- Due to the lack of interest in several communities, employer meetings are scheduled for February for Timmins, Chapleau and Wawa. The employers in the remaining communities will participate by personal visit.
- Those employers who expressed their disinterest in completing the survey also expressed disinterest in knowing, learning or participating in assisting adult learners.
- Many employers in Northeastern Ontario are family run businesses that hire on instinct and/or word of mouth referral.
- Most of these family run businesses cannot or do not verbally define required skills and have difficulty identifying essential core skills with a specific job task.

# Employer Survey

## CASHIERS

1. Our research indicates that the following are essential core skills for Cashiers. Please go over the list of core skills and add any that you feel are missing. Once you have added to the list, number the top 5 in order of importance to you as an employer. Example, if Writing Skills is more important than Time Management, score Writing Skills as 1 and Time Management Skills as 2. Proceed to number the 5 most important task skills within each category by order of importance to you. Your higher numbers will indicate the "must have" skills and the lower numbers will indicate the "nice to have" skills

### Example:

[2] Time Management:

1 being on time 3 problem solving 2 maintain attendance

[1] Writing Skills

1 prepare receipts 2 write messages & notes 3 record information

### Essential Core Skills:

[ ] Time Management:

- being on time
- be a team player
- solve tasks
- accept feedback
- problem solving
- work independently
- others
- organize work
- be safety conscious
- maintaining attendance
- take initiative
- follow procedures & policies
- deal with stress & conflict

[ ] Writing Skills:

- write messages & notes
- work with technology
- do data entry using a key pad
- prepare receipts
- others
- complete simple forms
- record information on charts
- prepare lists and schedules
- prepare identification documents

Math Skills:

count to 1000  
multiply and divide  
verify calculations  
handle money  
operate a cash register  
calculate percentages  
use decimals  
process debit /credit payments  
other \_\_\_\_\_

make proper change  
measure  
work with a calculator  
read/write numerals to 1000  
add/subtract with carrying  
make calculations with dollars  
solve mathematical problems

Reading Skills:

read symbols  
read charts, lists, schedules  
read company products & services  
information  
read company policies and  
regulations  
other \_\_\_\_\_

read signs  
read/follow  
instructions/directions  
read notes, messages,  
notices  
read work manuals and  
reports  
locate/read information on  
computer

Additional Skills:

provide clear information  
practice good hygiene  
respect cultural, ethnic  
diversity  
use interaction strategies  
other \_\_\_\_\_

take direction  
listen/understand information  
use appropriate vocabulary,  
language, tone  
be friendly, helpful, efficient

2. What training methods do you use to train your Cashiers:

Audio     Video     Job Shadowing     Computer Based

Other - Please explain:

3. What requirements would you look for in an applicant?

- WHMIS
- Grade 10
- Grade 12

CPR  
First Aid  
Other \_\_\_\_\_

4. If an applicant did not attain the requirements through regular channels (ie school or training course certificates), would you consider hiring an applicant who could demonstrate they have the skills to perform the job?

Yes                       No – Explain why

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5. If you are open to accepting someone with alternative methods of obtaining the requirements, would you consider hiring someone if they could demonstrate their skills with their resumes?

Yes                       No – Explain why

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6. When applicants submit job applications, what screening grid do you use to narrow the search?

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7. What training courses would your company provide for a new hire?

- WHMIS
- First Aid
- CPR
- Other - please include below

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We count on your excellent judgement of business knowledge and hiring practices. Phase II of our project will entail facilitating a meeting with employers in your community. We would like you to participate in critiquing our new assessment tool for Cashiers and provide feedback. This will take approximately 1 to 2 hours of your time sometime in February 2005. Can we count on your attendance:

Yes             No

What would be the best method to contact you?

Phone (please provide number)  Mail (confirm mailing address)

Email (provide email address)

Please provide your company name:

Your position with the company:

Your Name:

Thank you for your time and support with our project. Please fax the completed survey **no later than Friday November 12, 2004 to:**

Literacy Network Northeast  
(705) 267-5711

We will follow up after the due date in the event your schedule did not allow you time to complete the survey.

Literacy Network Northeast  
In conjunction with  
The Far North East Training Board

Invite you to attend our

"Connecting To Workplaces - Validating Demonstrations" Meeting

**When** Thursday February 17, 2005 at 8:30 a.m.  
**Where** Thursday February 17, 2005 at 8:30 a.m.

THANK YOU for completing the Employer Survey sent to you in November 2004, which completes Step 1 of our project. The Network is now at Step 2 of the project and invites you to attend this meeting to provide your input on the enclosed materials (as indicated in the letter attached to the survey) Knowing your time is valuable, please take some time **prior to the meeting** to all us if the enclosed assessment tool captures what you told us on your survey, and if it meets the standards and includes the components of your responses. Feel free to write your comments on the materials. Please **bring** the materials with you to the meeting. Looking over the materials and providing feedback will allow the project team opportunity to discuss your ideas and concerns as well as keep the meeting timeline on track

A continental breakfast will be served

Due to requirements to secure the venue for the meeting we ask that you RSVP **no later than Tuesday January 31, 2004.**

To Literacy Network Northeast - Attention: Susan Taylor

I will / will not attend the meeting scheduled for Thursday February 17.2005

Company Name:

Name of Attendee:

Town:

Phone No:

Name of Demonstration Profile:

By phone: (705) 267-5663 or 800-489-7614

By fax: (705) 267-5711

By email: [literacy@ntl.sympatico.ca](mailto:literacy@ntl.sympatico.ca)

By mail: 121-38 Pine Street South

Timmins, ON P4N 6K6

NOTE: Should last minute schedules not allow you to attend, please submit your written suggestions to the network so they may be incorporated in the final document.

Literacy Network Northeast  
In conjunction with  
The Far North East Training Board

Invite you to attend our

"Connecting To Workplaces - Validating Demonstrations" Meeting

**When:** Wednesday February 23, 2005 at 8:30 a.m.

**Where:** Delta Room - North of 17 Restaurant on Broadway, Wawa

THANK YOU for completing the Employer Survey sent to you in November 2004, which completes Step 1 of our project. The Network is now at Step 2 of the project and invites you to attend this meeting to provide your input on the enclosed materials (as indicated in the letter attached to the survey) Knowing your time is valuable, please take some time **prior to the meeting** to tell us if the enclosed assessment tool captures what you told us on your survey, and if it meets the standards and includes the components of your responses. Feel free to write your comments on the materials. Please **bring** the materials with you to the meeting. Looking over the materials and providing feedback will allow the project team opportunity to discuss your ideas and concerns as well as keep the meeting timeline on track.

**A continental breakfast will be served**

Due to requirements to secure a venue for the meeting, we ask that you RSVP no later than Tuesday January 31. 2004.

To Literacy Network Northeast - Attention: Susan Taylor

I will / will not attend the meeting scheduled for **Wednesday February 23, 2005**

Company Name:

Name of Attendee:

Town:

Phone No:

Name of Demonstration Profile:

By phone: (705) 267-5663 or 800-489-7614

By fax: (705) 267-5711

By email: [literacy@ntl.sympatico.ca](mailto:literacy@ntl.sympatico.ca)

By mail: 121-38 Pine Street South

Timmins, ON P4N 6K6

**NOTE:** Should last minute schedules not allow you to attend, please submit your written suggestions to the network so they may be incorporated in the final document.

Literacy Network Northeast  
In conjunction with  
The Far North East Board

Invite you to attend our

"Connecting To Workplaces - Validating Demonstrations" Meeting

**When:** Thursday February 24, 2005 at 8:30 a.m.  
**Where:** Chapleau Learning Center, 24 Pine Street, Chapleau

THANK YOU for completing the Employer Survey sent to you in November 2004, which completes Step 1 of our project. The Network is now at Step 2 of the project and invites you to attend this meeting to provide your input on the enclosed materials (as indicated in the letter attached to the survey) Knowing your time is valuable, please take some time **prior to the meeting** to tell us if the enclosed assessment tool captures what you told us on your survey, and if it meets the standards and includes the components of your responses. Feel free to write your comments on the materials. Please **bring** the materials with you to the meeting. Looking over the materials and providing feedback will allow the project team opportunity to discuss your ideas and concerns as well as keep the meeting timeline on track.

A continental breakfast will be served.

Due to requirements to secure the venue for the meeting, we ask that you RSVP **no later than Tuesday January 31, 2004**

To Literacy Network Northeast - Attention: Susan Taylor

I will / will not attend the meeting scheduled for **Thursday February 24, 2005**

Company Name:  
Name of Attendee:  
Town:  
Phone No:  
Name of Demonstration Profile:

By phone: (705) 267-5663 or 800-489-7614  
By fax: (705) 267-5711  
By email: [literacy@ntl.sympatico.ca](mailto:literacy@ntl.sympatico.ca)  
By mail: 121-38Pine Street South  
Timmins, ON P4N 6K6

**NOTE:** Should last minute schedules not allow you to attend, please submit your written suggestions to the network so they may be incorporated in the final document.



### **Connecting to Employers - Validating Outcome Assessment Tools**



Ideas for Today and Tomorrow

Funded by Ministry of Training, Colleges &  
Universities, and National Literacy Secretariat

### **Vision Statement**

- Literacy Network Northeast's in conjunction with the Far Northeast Training Board's vision of this project is ultimately to prepare adult learners for local jobs by gaining the most "up-to-date" information from local employers.

### **Goal and Objective**

- To understand your needs as an employer for the purposes of designing effective literacy programming.
- To develop assessment tools that you agree show that a learner has the required entry level skills for the next step of employment.
- We are not looking for assurances you will hire our learners.

### **Today's Situation**

- In the City of Timmins according to Statistics Canada there are:
- 8,140 people between the ages of 20-34  
Of these, 17.49% haven't graduated high school
- Adults between 35-44, 24.5% haven't graduated high school
- Adults between 45-64, 39.1% haven't graduated high school

### **Today's Situation**

- In the Town of Cochrane according to Statistics Canada there are:
- 1000 people between 20-34.
- Of these, 29.5% haven't graduate high school
- Adults between 35-44, 33.2% haven't graduated high school
- Adults between 45-64, 47.7% haven't graduated high school

### **Today's Situation**

- In the Town of Chapleau according to Statistics Canada there are:
- 560 people between 20-34
- Of these, 23.2% haven't graduate high school
- Adults between 35-44, 38.2% haven't graduated high school
- Adults between 45-64, 43.2% haven't graduated high school

### Today's Situation

- In the Town of Wawa according to Statistics Canada there are:
- 660 people between 20-34
- Of these, 17.4% haven't graduate high school
- Adults between 35-44, 23.0% haven't graduated high school
- Adults between 45-64, 34.2% haven't graduated high school

### Today's Situation

- In the Town of Kapuskasing according to Statistics Canada there are:
- 1450 people between 20-34
- Of these, 19.0% haven't graduate high school
- Adults between 35-44, 19.3% haven't graduated high school
- Adults between 45-64, 38.9% haven't graduated high school

### Today's Situation

- In the Town of Kirkland Lake according to Statistics Canada there are:
- 1305 people between 20-34 - 1305
- Of these, 15.3% haven't graduate high school
- Adults between 35-44, 20.8% haven't graduated high school
- Adults between 45-64, 35.2% haven't graduated high school

### Today's Situation

- In the Town of Iroquois Falls according to Statistics Canada there are:
- 825 people between 20-34
- Of these, 14.5% haven't graduate high school
- Adults between 35-44, 23.5% haven't graduated high school
- Adults between 45-64, 42.1% haven't graduated high school

### Today's Situation

- In the District of Timiskaming according to Statistics Canada there are:
- 5,110 people between 20-34
- Of these, 18.5% haven't graduate high school
- Adults between 35-44, 26.3% haven't graduated high school
- Adults between 45-64, 37.9% haven't graduated high school

### Some Clarification for you

- Many employers are not aware of the specific reading, writing and math skill levels that are needed for their jobs We can look at the job tasks required in your company and determine those levels required.
- Many of you are not aware that in order to be a Cashier, you only need grade 7 or 8 reading and grade 6 or 7 math, along with some other skills.

### How Did We Get Here?

- Last year 12 Researchers in 8 communities compiled 222 entry level job profiles.
- These profiles are being used in adult learning centers, but literacy program staff
  - don't know which skills are of top importance to you
  - don't know how accurately this information reflects our local business environment.
  - don't know how employers train entry level workers.

### What are Essential Core Skills

- Skills that people use in their jobs and in their every day lives.
- Essential Skills are enabling skills that:
  - Help people perform the tasks required by their occupation and other activities of daily life
  - Provide people with a foundation to learn other skills (transferable skills)
  - Enhance people's abilities to adapt to workplace change.

### What are considered Essential Skills?

- Reading Text
- Document Use
- Writing
- Numeracy (Math)
- Oral Communications
- Working With Others
- Computer Use
- Continuous Learning
- Thinking Skills including:
  - Problem Solving
  - Decision Making
  - Job Task Planning and Organizing
  - Significant use of Memory
  - Finding Information

### Soft Skills

Some of the soft skills or "Self Management Skills" employers look for:

- Show up on time
- Be a team player
- Demonstrate Initiative
- Dress appropriately
- Provide good customer service
- Take pride in your work
- Be flexible
- Be eager to learn
- Be able to resolve conflict

### We will know the Project is Successful When:

- Literacy Program Staff have useful, meaningful, current job related materials to incorporate in curriculum.
- Literacy Program Staff have the assessment tools which employers agree are reliable and valid indicators of job readiness
- Literacy Program Staff have open and ongoing communication with local employers to ensure relevancy of programming

### Assessment Tools were developed for the following:

- Babysitter/ Nanny/ Respite Care Worker
- Chambermaid/ House keeper
- Forestry Worker
- Laundry Worker/ Laundromat Operator
- Taxi Driver
- Cashier
- Florist Assistant
- Hunting/Fishing/ Recreational Guide
- Pet Groomer
- Security Guard

### **The Ultimate Outcomes**

- Ongoing communication between employers and the field.
- Methods employers and the Literacy Delivery Agencies can use to develop effective indicators of job readiness.
- Current information about employer hiring needs.

### **Our Sincere Thanks**

- Thank you for taking the time to complete and submit the survey we sent to you back in November
- Thank you for taking the time to critique and provide feedback on the assessment tool our practitioners worked so hard at developing.
- Thank you again, for taking the time to be here today. We know how difficult it is to find time during business hours to leave your place of business to come here and help us out today.

# Literacy Network Northeast

121-38 Pine Street North  
Timmins, Ontario P4N 6K6  
Telephone (705) 267-5663 or 1-800-489-7614  
Fax: (705) 267-5711  
Email: [literacy@ntl.sympatico.ca](mailto:literacy@ntl.sympatico.ca)  
Web site: [www.nt.net/~literacy](http://www.nt.net/~literacy)

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I, \_\_\_\_\_ give permission to Literacy Network Northeast to use my:

- Name and Company/Organization
- Verbal and written survey responses

for acknowledgement and supporting documentation purposes in the final report for the project, Connecting to Workplaces. Validating Outcomes Demonstrations with Employers.

Name: \_\_\_\_\_

Company/ Organization: \_\_\_\_\_

Signature: \_\_\_\_\_

Witness: \_\_\_\_\_

Date: \_\_\_\_\_

Literacy Network Northeast supports literacy agencies within its region  
in the delivery of quality literacy programs to adults.

Funding provided by the Ministry of Training, Colleges and Universities

# Employer Evaluation and Feedback Survey

*Literacy Delivery Agencies rely upon input from key community stakeholders to help them plan and deliver effective literacy programs. Employers are a key stakeholder group that can inform literacy agencies about their workforce training needs.*

1. In November 2004 we asked you to identify the most important skills and abilities you look for in a job applicant. We used a survey to collect this information because the information we sought was quite extensive. Do you believe this was an effective method of communicating and gathering input from you?

Yes

No – If no, please explain what method would have been more effective for you.

2. Did you feel the questions on the survey were relevant, meaningful and geared to the specific skills that are important for a job applicant to have?

Yes

No - If no, please explain what you felt was irrelevant

3. After receiving the assessment tool developed for a job profile related to your company, did the tool accurately reflect your survey feedback?

Yes

Somewhat

Very Little

Not Reflected

4. If the assessment tool did not reflect what you told us, please tell us what was clearly overlooked in the assessment tool.

One employer for an Early Childhood Care Center stated a "babysitter/nanny" could next expect to be employed at a center without a college degree. (This was the only negative feedback we received for this particular demonstration as other employers stated the demonstration would be a good assessment tool to assess a Teacher's Aid or Helper at an ECE Center). A second employer of Cashiers stated employees have to be more "flexible" to quickly take on other tasks (eg. Complete fishing licenses, stocking shelves, etc.)

An employer for a Flower Shop stated they would prefer to see an authentic price list since the. prices change regularly, and are never neatly printed documents.

An employer for a Forestry Worker stated some jobs are more physically demanding than anything else so learners should be made aware of the requirement to work in adverse and remote conditions.

An employer for Chambermaids stated more "life skills" should be incorporated in the demonstration.

An employer for a Taxi Driver stated an activity dealing with a credit card transaction should be incorporated into the demo, as this is a real life and common practice. This was done)

## Employer Evaluation and Feedback Survey

5. For similar jobs in your facility, how typical are the tasks in the assessment tool?

Very Typical - Somewhat typical  Not very typical  Not at all typical

6. What would be the major differences between the tasks in the assessment tool and the actual job tasks in your facility?

When working in a hospital environment, laundry worker employees would not deal with money but would be more concerned with disease control & cross contamination. Employer of a Forestry Worker felt the activities in the demo were more geared to a crew boss or foreman.

Employer for a Guide stated role-playing is important as you are always entertaining your client. Also the fact that guides have to be mechanically inclined should be made known to the learner. One employer for Nanny/Babysitter stated the demonstration would be suitable for a private nanny but felt many of the activities would not be carried out in a day care setting. Another stated there was nothing in the demonstration to indicate knowledge of hazardous materials or communicable diseases.

Cashier employers stated only few cashiers (head cashiers) do discount calculations. This would not be a typical job of a "big box" store cashier.

Cashier employers also stated employees should be versatile and able to multi-task. Smaller employers require cashiers to complete certain forms at the end of a shift (i.e. GST/PST reports, etc.)

Laundry worker employers stated when working in a senior citizen environment, the employees would likely be responsible for housekeeping as well, and the learner should also be preparing for and completing the Chambermaid demonstration. Also most employees working in a health services environment would not have to deal with money but would need to know more about disease control/cross contamination. Chambermaid employers stated there should be more activity surrounding health & safety issues and WHMIS by perhaps using WSIB Posters and Health & Safety posters as authentic documents in completing an activity. This would help familiarize the employee with these issues. Smaller chambermaid employers would not deal with written reports - everything is relayed to the owner orally.

Though all employers of Florist Assistant's stated potential employees would need a natural artistic flair as well as extensive knowledge of flowers, plants, etc., the artistic flair is something a learner would need to already possess and extensive knowledge of the field comes with practice working in the field.

A Pet Groomer employer stated one of the most important soft skills a potential employee would have is patience. The employer felt this was not really demonstrated in the demonstration. Both employers stated a new employee would not start out actually grooming pets but observing and assisting the pet groomer for a period of time.

The Guide employer stated the employee would require nature/forest experience and be a people person since you're constantly with people you don't know. They would also need natural mechanical inclinations.

NOTE: THOSE SUGGESTIONS GIVEN IN THIS QUESTION WERE RELAYED TO THE REVIEW TEAM WHO MADE RECOMMENDATIONS AS TO WHETHER THE SUGGESTIONS WERE FEASIBLE OR NOT, AND IF SO, WOULD IMPLEMENTING THEM ALTER THE VALIDITY OF THE DEMONSTRATION. MANY OF THE SUGGESTIONS CANNOT BE INCORPORATED INTO THE DEMONSTRATION BUT RELY ON SOFT SKILLS OR SELF-MANAGEMENT SKILLS THAT WOULD HAVE TO BE TAUGHT ALONG SIDE THE DEMONSTRATION. SOME OF THE SKILLS REQUIRED ALSO WOULD NEED A DIFFERENT COURSE OR THE LEARNER'S PRIOR KNOWLEDGE OF THE SKILL.

7. If an applicant successfully completed the assessment tool tasks, would you consider the demonstrated skills performed to be an indication of the applicant's job readiness?

Yes       Somewhat       No (Explain why)

The two employers who stated the applicant could not use the demonstration to indicate job readiness were from Day Care Centers who stated the employee would need an ECE degree to work in that setting and the other day care employer stated there would have to be more information provided (i.e. experience with children, schooling, love of children, etc)

8. If you answered yes or somewhat to the above question, and considering your company's current hiring practices, how could an applicant effectively communicate this proficiency?

With resume       Part of Portfolio       At Interview       Other (Explain why)

Nanny/Babysitter employer stated results would be irrelevant without ECE diploma  
Cashier employer stated other as "during pre-employment testing"  
Nanny/Babysitter employer stated learner should produce a document stating they passed the demonstration through a literacy agency.

(All blue print denotes feedback from employers regarding communication protocol)

9. As a community employer, would you be interested in responding to future questions from literacy agencies about identification of literacy needs in the hiring process, changing trends, gaps, workplace knowledge, etc?

Yes       No (Explain why)

This one employer appears to not have understood why we would want to contact them ...their response was no because they are not in the market to hire new employees right now.

10. As a follow up to this meeting, in six months the Network will randomly select a number of employers from those we are currently working with to assist in the project's evaluation. If you were randomly selected, what is the best follow up method for you:

Employer Meeting       On line Survey       Telephone Inquiry       Other (Explain)

1 employer asked to be contacted in writing (mail)  
1 employer asked to be visited as his/her site  
1 employer did not want to be contacted at all  
1 employer wanted to be contacted by email  
1 employer wanted to be contacted by survey by mail

11. How do you feel about the overall experience you have had with this validation process project?

Very Informative       Somewhat Informative       Not Informative

12. It is important for literacy delivery agencies to establish and maintain open lines of communication with employers from all sectors offering entry-level jobs. Literacy delivery agencies offer adult learners with employment goals, programming that focuses on the essential skills, (numeracy, communication, reading, writing, computers, self-management, etc.) required by the workplace. Agencies greatly benefit from input from employers that allows them to stay current with evolving employment trends, hiring practices and training needs. How can literacy agencies work with employers to keep an open line of communication?

Coordinate Focus Group Meeting       Send out periodic surveys  
 Distribute materials       Establish an employer Committee  
 Arrange on site visits       Other \_\_\_\_\_

13. Would you be interested as an employer to receive a copy of the completed assessment tool for possible use in your place of business to assist with conducting interviews?

Yes       No

14. Do you wish to add a personal comment regarding the project and the meeting you attended today?

Very happy to see this tool developed and would probably utilize it in the interview process. Appreciates the clear guidelines - not ambiguous

Great work - would like to receive a copy of the completed document I think it is wonderful - Thank you for introducing me to it.

I would be very interested in working in conjunction with others to ensure accuracy/relevancy to promote and maintain local positions in the field and to address gaps in recruiting/maintaining qualified staff Day Care Assistants are not the same as Babysitters/Nannies. Day Care's deal with the education of the child

The package was very informative

Very useful tool. I'm sure once other employers review them, they will see their worth.

Wal-Mart takes extra care with associates who have literacy needs

Very informative and very surprised about what services are provided for Adult Learners

Would like to see learners integrated into job placements so they would know if they like the job and we would know if they could do the job.

I found the assessment tool very helpful and educational for myself and future employees Great tool for all employers!

Very enlightening!

Contacting employers first was just great!

Good for Northern Ontario. Not all schools are made for everyone. This is a perfect opportunity for learners. These students need compassion!

We hope our feedback can be helpful to future workers.

Very informative ... encompassed the requirements for the position.

Very well perceived ... timing is excellent

Job well done ... has made me more aware of the Literacy offices and their services.

Also made me more aware of what skills we actually do need and look for.

**Thank you for your time and commitment to our project.**

## Example of Review Committee Feedback

Demonstration Section	Learner Comments (Lucy Larche)	Suggested Changes	Dee Goforth's Comments	Shirley Henley's Comments	Linda Conley's Comments
Page 11 Winter Pool Schedule	Although start times of schedule are indicated, there is no indication if the lessons are 1 hour or ½	Schedule should indicate start and finish times of lessons	Agreed	Agreed	Agreed
Learner Self-Evaluation – Ques. 8	Question asks about taxes but taxes were pre-calculated	Reword the question to eliminate the part about calculating taxes	Agreed. Perhaps the learner could be ask to estimate how much the tax will be so as not to overspend.	Agreed	Good Plan
Note to Nanny	Mentions maps for children but does not specify a.m. or p.m.	Morning or afternoon should be mentioned or clarified	This can be easily resolved by adding "afternoon" to map in second sentence in the note.	OK	Sure
Note to Nanny	Note should be hand written since it is not likely most parents would type a note to their nanny. Font is hard to read.  The note says to sign the children up for swimming lessons but doesn't specify how often per week.	State that there is a chart that can be referred to for responses.  Amend the note to indicate how many times weekly you want the children to attend swimming.	Yes, I believe this was previously suggested.  Question 2 asks the learner to: Look at the pool schedule and decide the best time to sign up Tom and Emma for their lessons. Which day and time will you choose? This would indicate lessons once a week to me.	Not all hand writing is easy to read either!  Note says 'next set of swimming lessons.' Clarification on that could solve the problem.	

## Example of Review Committee Feedback

<b>Demonstration Section</b>	<b>Learner Comments (Lucy Larche)</b>	<b>Suggested Changes</b>	<b>Dee Goforth's Comments</b>	<b>Shirley Henley's Comments</b>	<b>Linda Conley's Comments</b>
Learners Blank From entitled City Leisure Centre – Recreation Programs Registration Form	There is only one form included in the package but the learner needs two.	Include all forms necessary to complete the demonstration.	Good point!	Agree	Agree
Answer Key-Part Three	Question is very open with numerous possibilities	Marking process should be identified if answers were different but just as useful.	I thought it was clear that the answer was just an example. Perhaps a few other examples can be provided.	Agree	Agree
Learner Daily Schedule Sheet	Schedule times are set out in hours	Since they arrive for lunch at 11:30, perhaps time slots should be every 30 minutes as opposed to every hour.	I'm not sure if this is required. In real life are all swim classes 30 minutes?	Is the point not that the learner is to know how to schedule?	I agree with Shirley. The point is to be able to read a schedule.

Demonstration Section	Learner Comments (Lucy Larche)	Suggested Changes	Dee Goforth's Comments	Shirley Henley's Comments	Linda Conley's Comments
Activities in General	This is obviously geared for a Nanny working in a private home but to make it broader and more useful to include Day Care, other activities should be taken into consideration	Include an activity that may involve doing personal things with the children. A parent may not always have a Nanny's day planned for them so include a scenario where the Nanny has a free day with the children to do what she sees fit...to determine if the person could plan, carry out their own day that would be fun, meaningful to the children. Also, in many cases Nanny's may have to change diapers, clean up children, etc. Nothing like that indicated.	This is a very valid suggestion and would call upon the learner to demonstrate a greater number of Essential Skills such as problem solving skills, decision making and especially <b>job task planning and organizing</b> . This would require a much less structured demonstration and (I think) a separate demonstration. While it is an excellent suggestion by the employer, trying to tie the ideas presented by the employer into the current demonstration, would only serve to compromise its structure.	I agree...we cannot cover everything in a demonstration.	I agree as well but the employer is telling us, as literacy workers, what is important to them. We need to listen. It could be an additional part of the demo to be completed on another day.
Note to Nanny by Employe	Should be hand written. Not realistic an employer would type out a note to Nanny. Would also indicate learner's reading skills.	Change note from computer printed document to a hand written document.	Agreed.	OK	Agreed.

<b>Demonstration Section</b>	<b>Learner Comments (Lucy Larche)</b>	<b>Suggested Changes</b>	<b>Dee Goforth's Comments</b>	<b>Shirley Henley's Comments</b>	<b>Linda Conley's Comments</b>
Page 6 of Demo	Wording is incorrect, even for a learner	for a learner Should read: "Each morning is important for you to arrive at the Brown's house by 8 a.m. because Mr. and Mrs. Brown need to catch the bus."	The original sounds OK to me – formal perhaps, but correct.	.....both ok	Seems OK to me.

# **Contents of Nanny/Caregiver Demonstration**

Essential Core Skills List & Training/Assessment Preamble

Demonstration Scenario

Notes for the instructor

Instructions for delivering this demonstration

Level Descriptions for demonstration

Demonstration scenario

Note to Nanny

Part one

Part two and Part Three

Daily Schedule

Pool Schedule

Registration forms

Library Poster

Kids' Menu

Cheque

Instructor's evaluation


Learner Self-evaluation

Answer Key

List of Reference Materials

# Nanny/Babysitter/Respite Care Giver Profile

Participating employers ranked these essential skills in order of importance. This order may change according to each individual company or employer. The Connecting to Workplaces Project focused on the identified top five skills. Take note that what is of importance to employers may extend beyond the skills, abilities or knowledge LBS programs can provide and may require partnering with other programs.

	<b>HRSDC Essential Skills</b>	<b>Most Important</b> → <b>Important</b>				
<b>Most Important</b>  <b>Important</b>	<b>Time Management</b>	Be on time	Time initiative	Deal with change, stress	Listen, follow instructions	Organize work, tasks
	<b>Additional Skills</b>	Be friendly, helpful efficient	Have a genuine interest in children	Use appropriate vocabulary, language, tone	Demonstrate, understand cultural diversity	Be a team player
	<b>Reading Skills</b>	Read, follow instructions, directions	Read stories & children's books	Locate information from different sources	Read names, addresses, numbers	Read charts, lists schedules
	<b>Math Skills</b>	Read/write numerals to 1000	Measure liquids	Add/subtract with carrying	Carrying Solve mathematical problems	Make proper change
	<b>Writing Skills</b>	Complete simple forms	Record information on lists	Write names & addresses	Write messages, notes, memos	Make journal entries
Within LBS mandated reading, writing and numeracy skills Within LBS mandated speaking and listening skills Within LBS mandated problem-solving teamwork, critical thinking Outside of LBS mandate, but possible with partnership						

"Nanny/Babysitter/Respite Care Giver Profile" continues on next page

"Nanny/Babysitter/Respite Care Giver Profile// begins on previous page

## **Nanny/Babysitter/Respite Care Giver Profile**

### **More Workplace Information from Participating Employers**

#### **Methods most often used to train employees:**

(In order of importance)

1. Job Shadowing
2. Other (ECE Diploma, workshops, conferences as available)
3. Computer based
4. Audio

#### **Requirements most employers look for:**

1. Police Check
2. CPR
3. First Aid
4. WHMIS
5. Grade 12

#### **Courses employers most often provide to employees:**

1. WHMIS
2. First Aid
3. CPR

#### **Number of employers who stated they would hire applicants who do not have a grade 12 equivalent:**

- Yes - 5 employers
- No - 3\* employers (only hire ECE graduates due to licensing requirements)

\*Mostly pertains to day care centres

#### **Number of employers who would consider applicants who could demonstrate or submit their demonstration results:**

- Yes - 5 employers
- No - 3 employers (same as above)

#### **Employers also base their hiring decisions on:**

Interaction with children, criminal record check, teacher's aid certificate, related skills, experience in day care setting

## **More about pre-demonstration training and assessment:**

Assessing a learner's performance in accordance with expectations in a real- world place of employment is more complicated than assessing the learner's work for academic purposes where 6 out of 10 is a pass. How do instructors determine what constitutes a pass for demonstrations of employment-related activities and skills? How do they know where to draw the line between what is good enough in a particular job and what is not? There is no simple answer. Instead, the answer lies in the relative importance placed by each individual employer on the overall significance of various tasks and duties in pursuit of desired company objectives. It is not something that others outside the company are necessarily aware of. Until more of that information is available, instructors may need to rely on their own good common sense in helping learners determine an appropriate level of performance for employment-related activities.

Assessment of workforce demonstrations is also challenging for instructors because of inconsistencies across employment sectors. What is acceptable in one workplace setting may not be acceptable in another. What is high on the priority list in one setting may not factor in much at all in another. Even within same industries, specific expectations and required levels of performance will not be consistent location to location. For that reason, the assessment of end-of-training or employment-readiness demonstrations should be less concerned with measuring discreet elements of separate learning outcomes and more interested in recognizing the learner's overall successful accomplishment of each integrated employment-related task.

Success in the workforce involves not only understanding and being able to meet the particular demands of the job but also being aware of and avoiding serious mistakes that could put the job in jeopardy. For that reason, an important aspect of pre-demonstration training should involve helping the learner: 1) recognize relative levels of importance associated with different job duties and tasks, 2) become aware of the level and quality of performance that is expected, and 3) anticipate possible outcomes or repercussions for different kinds of mistakes.

Discuss, or research and discuss, the role each skill plays and its relative importance in the overall success of day-to-day work. Identify mistakes that might constitute a fireable offence. Take these discussions into account when you assess the learner's performance on this demonstration.<sup>1</sup>

<sup>1</sup> Jane Barber, Connecting to Employers: Validating Outcomes Demonstrations, Chambermaid/ Housekeeping Cleaner Demonstration, 2005

# **Nanny/Caregiver Demonstration for Learners in Levels 2 to 3**

## Demonstration Scenario

The learner is a nanny for two pre-school children. S/he is asked to plan the day's schedule, register the children for swimming, pay for their lunch, and get them to a library event on time.

# **Nanny/Caregiver Demonstration - Notes for the instructor**

## **Employment goal: Nanny or Caregiver**

Employers have said that a number of skills are essential to nannies and caregivers. Successful completion of this demonstration indicates that the learner has some competency in the following essential skill areas:

- Taking initiative
- Following instructions
- Organizing work, tasks
- Reading, following instructions
- Locating information from different sources
- Reading charts, lists, schedules
- Solving mathematical problems
- Making proper change
- Completing simple forms, including names and addresses
- Making journal entries

## **Preparation for this Demonstration**

The learner should be working at a high level 2 or level 3. To prepare her/him to successfully complete this demonstration, the learner should have practice in:

- Using authentic documents
  - reading schedules
  - reading notices
  - completing forms
- Solving word and money problems in math

In her/his self-management, the learner should be able to:

- Take initiative
- Organize work and tasks
- Follow written instruction

## **Instructions for delivering this demonstration**

- This demonstration is divided into three parts. Have the learner read each part to make sure that he or she understands the scenarios and instructions.
- Review the assessment criteria with the learner by going over both the instructor's assessment tool and the learner's.
- Ask if the learner has any questions. Encourage the learner to work on the demonstration without aid. However, if he or she gets stuck assure the learner that you will help.
- You may choose to copy in handwriting the "Note to Nanny" on page 7 to more closely simulate a real life situation.
- This demonstration should be completed in one to two hours.

Note: If the learner has much difficulty navigating the demonstration without your help, it could be that he or she is not yet ready for the activities. The learner's sense of his or her readiness and competency will be reflected in the learner's assessment tool.

Materials to be provided: Pen, paper, calculator (optional)

## **Assessment**

The learner's performance on this demonstration is assessed by both instructor and the learner.

What constitutes a successful demonstration? On the instructor's assessment tool, the learner must have **at least** 10 performance indicators completed and the other 4 mostly complete.

## **Learning Outcomes**

Please refer to the next page, **Level Descriptions and Outcomes for this Demonstration**, to determine the literacy outcomes.

**Level Descriptions and Outcomes for this Demonstration Levels 2 and 3**

<b>Read with understanding for various purposes</b>	<b>Write clearly to express ideas</b>	<b>Use number sense and computation</b>	<b>Self-Management and Self-Direction</b>
<p>Skims to understand types of text; scans to find specific information (level 3)</p> <p>Uses various conventions of formal texts to locate and interpret information (level 3)</p> <p>Text is within the interest of the reader with personal and/or general relevance (level 3)</p> <p>Follows written instructions (level 3)</p> <p>Makes inferences (level 3)</p>	<p>Writes lists (level 2)</p> <p>Completes forms requiring more detailed personal information (level 2)</p> <p>Shows awareness of audience's needs (level 3)</p> <p>Uses appropriate levels of language (level 3)</p>	<p>Reads and writes numbers from everyday life (fills out cheques) (level 2)</p> <p>Uses multiplication and division facts and concepts to solve simple, real-life word problems (level 2)</p> <p>Performs money calculations (level 3)</p>	<p>Takes initiative</p> <p>Organizes work and tasks</p> <p>Follows instructions</p>

**Nanny/Caregiver Demonstration Date:** \_\_\_\_\_

**Learner Name:** \_\_\_\_\_

You work as a nanny Monday to Friday for:

Mrs. Sandra Brown  
216 Maple Avenue  
Nelson, Ontario  
N5W 1K1  
636-9528

Mrs. Brown's children are Tom, aged 2 and Emma, aged 4. Each morning it is important for you to arrive at the Brown's house by 8 a.m. so that Mr. and Mrs. Brown can catch their bus. Often Mrs. Brown leaves you a note, to help you plan the children's day.

**Read Mrs. Brown's note for the day, and follow her instructions to complete the tasks she has set out for you.**

Good Morning, Nanny!

Emma and Tom have both had their breakfast this morning. They got up very early, so they'll probably be ready for a snack before too long. I imagine that they will be ready for their afternoon nap earlier than usual as well.

Today is the day that the pool registers children for the next set of swimming lessons. Please be sure to sign up Emma for Preschool level 2 and Tome for Aqua Tots. I picked up a pool schedule for you so that you can plan a time that suits your day. It might be easier for you if they can both go at the same time. I've also included a signed cheque for you to fill out for the pool

The library is hosting a storyteller today. I hope you will have time to take Emma and Tom. I think it would be great for the kids to go. They storyteller uses puppets and dance and is supposed to be very good. There are two shows; I've left you the poster so that you have all of the information.

If time is very short between the pool and the library, why not take the children to lunch at the Family Restaurant? I'll leave you a \$20 in case you decide to do that.

Have a great day and see you around 5 p.m. Sandra

Wow! It looks like you're going to have a busy day. How will you arrange your time? You decide that it might be a good day to go out to lunch, because the library and pool are a block away from each other, and you won't have time to go home to eat. The restaurant is across the street from the pool. Mrs. Brown doesn't say so in her letter, but you both know how difficult it is to take Tom and Emma to the pool without letting them swim. You decide to include time for swimming in your schedule as well.

### **Part One**

1. Look at the pool schedule and the library story time poster and plan your day by filling in the attached Daily Schedule.
2. Look at the pool schedule and decide the best time to sign up Tom and Emma for their lessons. Which day and time will you choose?
3. Fill in the registration forms for both children.
4. Fill in the cheque that Mrs Brown has left you for the total amount of the swimming lessons.

## Part Two

You get to the Family Restaurant at 11:30. Tom and Emma like to eat here and are allowed to choose from the children's menu. You decide to have the lunch special for \$5.99.

1. What is the total cost of your meal?
  - Cost of Emma's meal
  - Cost of Tom's meal
  - Cost of your meal
  - Tax + 2.10
  - Total \$
2. You decide to leave a tip of \$2.25. How much change will you receive from the \$20 Mrs. Brown has given you?
  - Total of bill
  - Tip + \_\_\_\_\_
  - Total amount paid \$
  - 20.00
  - Total amount paid - \_\_\_\_\_
  - Change from twenty\$

## Part Three

You arrive at the library a few minutes before the story time begins. The children find a place on the floor, ready for the show. The storytelling will last for 45 minutes. What might you do during this time? Write your response on the paper you have been provided.

**Daily Schedule Date:**

<b>Time</b>	<b>Activity</b>
<b>7:00 am</b>	
<b>8:00 am</b>	
<b>9:00 am</b>	
<b>10:00 am</b>	
<b>11:00 am</b>	
<b>12:00 am</b>	
<b>1:00 pm</b>	
<b>2:00 pm</b>	
<b>3:00 pm</b>	
<b>4:00 pm</b>	
<b>5:00 pm</b>	
Minor Accidents	Medications Taken
Nanny's Notes	Money Spent _____  For: _____  Amount: _____  For: _____  Amount: _____



# City Leisure Centre

## Recreation Programs Registration Form

Applicant Name: \_\_\_\_\_

Registrant Name: \_\_\_\_\_ Age: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Session: Program: \_\_\_\_\_

Day: \_\_\_\_\_ Time: \_\_\_\_\_

Fees (including GST):

Aqua Tot: \$35.00 per 10 lessons

Pre-school: \$35.00 per 10 lessons

Aqua Quest \$45.00 per 10 lessons

Method of Payment: Cash ( ) Cheque ( ) Credit Card ( )

Cheques should be made payable to: **City Leisure Centre**

**One Day Only!**

City Library Presents:

**The Porcupine's Pickle**

**By Story Teller Sheri Kirkland**

**Storytimes: 11am 1pm 3pm**

**Hurry In! Seating is Limited**

## Family Restaurant

### Kids' Menu

All menu items include a kid-size beverage  
and dessert

Hot Dog and Fries	\$3.99
Fish and Chips	\$3.99
Kid's Burger	\$3.99
Kid's Veggieburger	\$3.99
Chicken Bites and Fries	\$3.99
Chicken Caesar	\$3.99

**NATIONAL BANK  
NELSON, ONTARIO**

Date \_\_\_\_\_

Pay to the  
Order of \_\_\_\_\_ \$ \_\_\_\_\_

\_\_\_\_\_ /100 Dollars

Memo \_\_\_\_\_ Mrs. Sandra Brown

Signature

<b>Evaluation: Levels 2 and 3 Performance Indicators</b>	<b>Beginning</b>	<b>Mostly</b>	<b>Complete</b>
<p><b>Communication</b></p> <p>Skims to understand types of text; scans to find specific information (level 3)</p> <p>Uses various conventions of formal texts to locate and interpret information (level 3)</p> <p>Follows written instructions (level 3)</p> <p>Makes inferences (level 3)</p> <p>Writes lists (level 2)</p> <p>Completes forms requiring more detailed personal information (level 2)</p> <p>Shows awareness of audience's needs (level 3)</p> <p>Uses Appropriate levels of language (level 3)</p> <p><b>Number Sense and Computation</b></p> <p>Reads and writes numbers from everyday life (fills out cheque) (level 2)</p> <p>Uses multiplication and division facts and concepts to solve simple, real-life word problems (level 2)</p> <p>Performs money calculations (level 3)</p> <p><b>Self-Management and Self-Direction</b></p> <p>Takes initiative</p> <p>Organizes work and tasks</p> <p>Follows instructions</p>			

## Learner Self-Evaluation

1. I understood what I was asked to do in part one.
  - \_\_\_yes
  - \_\_\_some
  - \_\_\_no
2. I understood what I was asked to do in part two.
  - \_\_\_yes
  - \_\_\_some
  - \_\_\_no
3. I understood what I was asked to do in part three.
  - \_\_\_yes
  - \_\_\_some
  - \_\_\_no
4. I read and understood Mrs. Brown's note without difficulty.
  - \_\_\_yes
  - \_\_\_some
  - \_\_\_no
5. I was able to schedule all of the events for the day.
  - \_\_\_yes
  - \_\_\_some
  - \_\_\_no
6. I was able to find a time and day where both children could have their swimming lessons at the sametime.
  - \_\_\_yes
  - \_\_\_some
  - \_\_\_no
7. I was able to fill out the cheque for the swimming lessons.
  - \_\_\_yes
  - \_\_\_some
  - \_\_\_no
8. I calculated the cost of lunch and change I would receive.
  - \_\_\_yes
  - \_\_\_some
  - \_\_\_no
9. I used my time constructively while the children listened to the story teller.
  - \_\_\_yes
  - \_\_\_some
  - \_\_\_no

After completing this demonstration, I would like to work on...

- Scheduling time and events
- Reading and following instructions
- Math problems involving money
- None of these. I feel confident in all of these areas.

# **Answer Key - Nanny/Caregiver Demonstration**

## **Part One**

1. Best Scenario
  - Go to pool for Family Swim 9-11.
  - Eat at restaurant 11:30-12:30
  - Story Time 1 pm
2. Lessons are together at 10 am Monday or Friday. 2 pm is also correct but not preferred due to reference to afternoon nap in the note.
3. Correctly completed registration form.
4. Correctly completed cheque for \$70.00.

## **Part Two**

1. Total cost of meal including tax (provided): \$16.07.
2. Total change received after paying bill and tip: \$1.68

## **Part Three**

Answers will vary for this question. The key to any correct response will be that the learner has used the time in some way that is useful to her work. For example, picking out library books for the children or sitting with them in order to share the experience with them later.

List of materials used for Nanny/Caregiver Demonstration

Binder prepared for Nanny/Babysitter

Single sheet of essential skills for nanny/caregiver

<http://www.selectnannies.ca/>

<http://www.abcnannies.org/>

<http://childcare.net/indexnew.shtml>

Leisure centre websites for pool and registration information



# Learning Works!

## Cashier Demonstration

LBS Levels 3/4

Developer: Anne-Marie Kaskens  
Project Coordinator: Susan Taylor

Meeting Employers' and Employees' Needs  
...Now and in the Future



Literacy Network Northeast



Far Northeast Training Board (FNETB)

# Cashier Demonstration

## Demonstration Scenario:

In this demonstration, the learner completes four common cashier tasks that involve making dollar calculations, calculating a discount, reading a detailed price list processing a refund, making proper change and completing forms.

## For more information concerning this demonstration contact:

**Literacy Network Northeast**  
121-38 Pine Street North  
Timmins, ON P4N 6K6  
Telephone: (705) 267-5663  
Fax: (705) 267-5711  
Email: [literacy@ntl.sympatico.ca](mailto:literacy@ntl.sympatico.ca)

or

**Anne-Marie Kaskens**  
Literacy for East Toronto  
Toronto Catholic District School Board  
Email: [akaskens@sympatico.ca](mailto:akaskens@sympatico.ca)

## All demonstrations can be found on the following websites:

<http://demonstrations.alphaplus.ca/DemonstrationBank/>

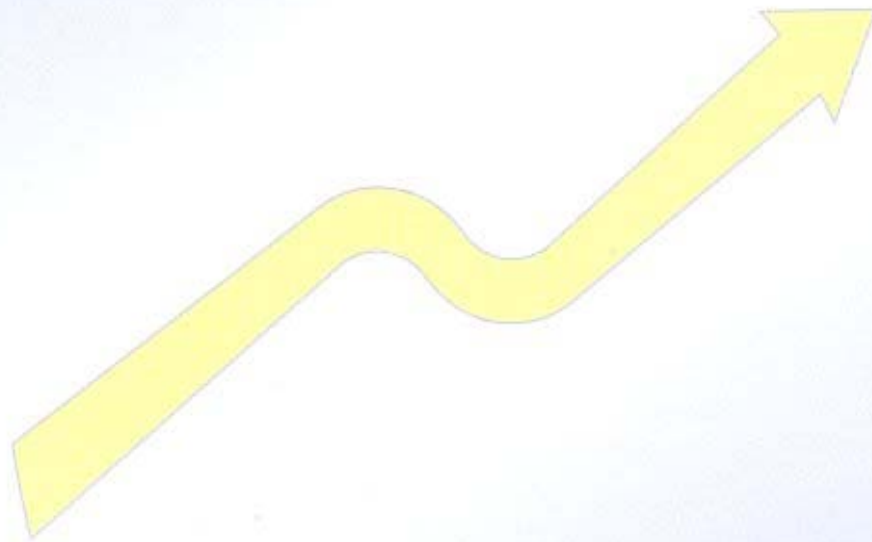
or

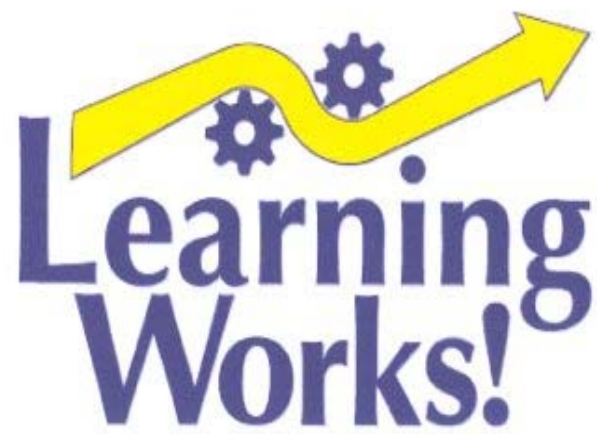
[www.nt.net/literacy](http://www.nt.net/literacy)

We would like to acknowledge the employers that helped make this project a success.

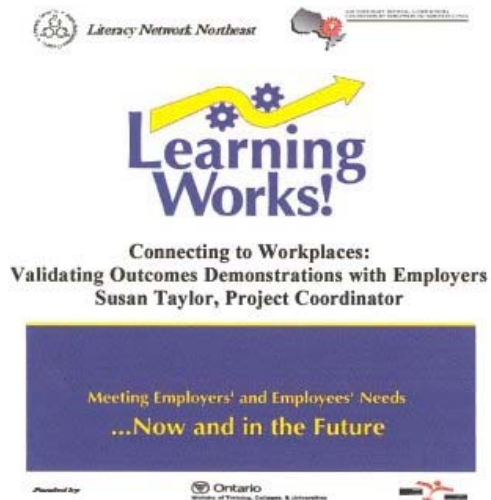
- Canadian Tire, Timmins
- Wal-Mart Canada Corp, Timmins
- Canadian Tire, Wawa
- Wilson Business Solutions, Dryden
- Dryden Literacy Association, Dryden







Meeting Employers' and Employees' Needs  
...Now and in the Future



- Cashier
- Forestry Worker
- Florist Assistant
- Hunting/Recreational Guide
- Chambermaid/ Housekeeper
- Taxi Driver
- Pet Groomer
- Security Guard
- Nanny/Caregiver
- Laundromat Operator

Produced by: Susan Taylor

Distributed by: **Literacy Network Northeast**  
121-38 Pine Street North  
Timmins, ON P4N 6K6  
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Website: [www.nt.netliteracy](http://www.nt.netliteracy)

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Funded by: Ministry of Training, Colleges & Universities & The National Literacy Secretariat

Chambermaid/Housekeeper  
Laundromat Operator  
Forestry Worker  
Security Guard  
Taxi Driver  
Cashier  
Pet Groomer  
Florist Assistant  
Nanny/Caregiver  
Hunting/Recreation Guide

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Produced by: Susan Taylor, Project Coordinator

Distributed by: **Literacy Network Northeast**

705-267-5663

[litemcy@ntl.sympatico.ca](mailto:litemcy@ntl.sympatico.ca)

[www.nt.net/literacy](http://www.nt.net/literacy)

## **Developers & Demonstrations**

**Jane Barber:** Chambermaid / Housekeeper  
Laundromat Operator

**Maxine Belille:** Taxi Driver

**Karen Farrar:** Forestry Worker  
Hunting / Recreation Guide  
Nanny / Caregiver

**Lesley Halcro:** Pet Groomer

**Susan Hughes:** Florist Assistant

**Anne-Marie Kaskens:** Cashier

**Christine Pinsent-Johnson:** Security Guard

**Connecting to Workplaces:  
Validating Outcomes  
Demonstrations with Employers**



Meeting Employers' and Employees' Needs  
...Now and in the Future

Literacy Network Northeast

Project Coordinator – Susan Taylor Project Partner – Far  
Northeast Training Board  
Funded by Ministry of Training, Colleges & Universities  
and National Literacy Secretariat

**How Did We Get Here?**

- In 2004, HRSDC funded the Workforce Skills Project and hired 12 Job Creation Participants.
- They gathered workforce documents and collated activities for entry-level jobs that are reflective of the local labour market.

**Today's Situation**

- Workforce Demonstrations are not abundant on the Demonstrations Ontario website.
- Many practitioners are not experienced in creating demonstrations.
- The Train Ontario Survey report showed requests for Demonstration Development training as one of the top three training/support requests.

**Project Goals**

- Create exit demonstrations for ten job profiles
- Gather the following information from local employers:
  - what skills are important to them
  - what training methods they use, and
  - how to open and maintain an open line of communication to keep materials current

### **Demonstrations Developed**

- Cashier - LBS 3/4
- Chambermaid - LBS 3
- Laundry Operator - LBS 4
- Florist Assistant - LBS 3
- Taxi Driver - LBS 3
- Security Officer - LBS2/3
- Hunting/Fishing Guide - LBS2/3
- Pet Groomer - LBS3/4
- Forestry Worker - LBS3
- Nanny/Caregiver - LBS2/3

### **Project Overview**

- A Project Coordinator was hired to oversee the project.
- Committees were formed to ensure a smooth project process (Reference and Review Committees).
- Surveys were mailed to employers to determine top essential skills, and followed up by phone calls.

### **Project Overview Continued**

- The following materials were used in the demonstration development:
  - The job profile
  - Demonstration templates
  - Employer survey results
- Developers were given 6 weeks to develop the demonstrations. (Average development time was 20+ hours)

### **What Employers Told Us**

- Three predominant training methods are used by employers:
  - Job Shadowing
  - Video Based
  - Computer Based Module Training

### **Validation Process Details**

- In Northeastern Ontario, draft demonstrations were sent to employers
- The employers assembled at validation meetings and were asked:
  - If the demonstration portrayed what they told us,
  - when the employee should introduce the completed demonstration to the employer,
  - If the demonstration would be an indication of job readiness, and
  - how we could maintain open lines of communication to evaluate the project's success and to initiate a communication protocol for future endeavours

### **Pilot Process**

- Three of the demonstrations were piloted in two other networks.
- Literacy Link Niagara piloted the Chambermaid/Housekeeping Cleaner demonstration.
- Literacy Northwest piloted the Cashier demonstration in Dryden and the Security Officer demonstration in Thunder Bay

### **Validation Results**

- The validation process was 60% successful.
- Of the 104 returned surveys in Northeastern Ontario, about 50% of the employers said they would be interested in attending a validation meeting.
- Only one-half of those employers actually attended the meeting.

### **Project Challenges/ Factors**

- Employers are busy people with tight timelines
- The survey numbers were increased to consider a possible 25% return.
- A total of 540 surveys were mailed to 9 communities in Northeastern Ontario, and only 104 surveys were returned (~19%).

### **Project Outcomes**

- Ten developed demonstrations were validated by employers and piloted by learners and practitioners
- Communication protocol has been established with employers for both project evaluation purposes and future projects.

### **Conclusions**

- Employers had verified that **personal** contact either by phone or on site would have generated more completed survey statistics.
- Draft demonstrations were reviewed more consistently than the surveys, since they were directed to a specific employer's name. Personal contact matters.

### **Recommendations**

- Establish committees at the onset of the project.
- Bear in mind your geographical area.
- Allow 20+ hours to develop workforce demonstrations.
- Partner with outside programs.
- Give yourself enough time to engage employers.
- Calculate project timelines and budgets carefully.

### **Recommendations**

- Allot time to visit employers on site.
- Establish personal contact with employers.
- Explain the project purpose at the outset through personal contact.
- Target specific employers.
- Use the expertise of committee members.
- Pre-test and post-test learners.
- Evaluate the project.

**Literacy Network Northeast  
PURCHASED SERVICE CONTRACT**

**Contract for Services**

**Literacy Network Northeast a Corporation, located at 121-38 Pine Street, North, in Timmins, Ontario, P4N 6K6, here in after referred to as "Organization" and Lorri Sauve and Jane Tuer hereinafter referred to as "Contracted Professional", in consideration of the mutual promises made herein, agree as follows:**

Literacy Network Northeast (LNN) will enter into a Purchased Service Contract with individuals who are hired to carry out time-limited tasks/projects or organizational support. These individuals are considered contracted professionals, not employees, and therefore are not eligible for employee/network benefits

**Title:** Connecting to Workplaces: Validating Outcomes Demonstrations with Employers Evaluator

**Length of Contract/Time Commitment:** April 7, 2005- November 30, 2005

**Contract Fee:** \$2500.00 Payment Schedule: 2 payments (\$ 800.00 on June 30, 2005 and \$1700.00 upon completion

**Manager/Supervisor:** Susan Taylor, Project Manager and Debera Flynn. Executive Director LNN

**Termination Notice:** Contracted Professional will attempt to give 2 weeks, and a minimum of 1 week's, written notice of contract termination. One week's written notice will be given by the organization if the contractor is found to be in violation of the contract or the organization's policies and/or by-laws.

**Contract Renewal:** n/a **Performance Evaluations:** n/a

**Contract Timelines:**

Evaluator's meet project reference committee: Thursday, April 7, 2005 at 9:30 a.m. on a teleconference call.

Other timelines are as follows:

- April - May 2005 Project stake holders' evaluations will be analyzed
- April - June 2005 Follow up evaluation tools will be created
- Fall 2005 Follow up evaluations will be distributed, collected and collated
- November 15, 2005 Draft evaluation report is submitted to committee
- November 30, 2005 Final report will be submitted to committee

**Contract Attachments:**

- Project Proposal (previously sent)
- Interim Report (previously sent)
- Objectives and Evaluation Summary

This agreement is entered into on this 31<sup>st</sup> day of March in the year 2005. in the City of Timmins, in the District of Cochrane, Province of Ontario. We understand the terms of the contract as outlined above and as per any written job descriptions and duties presented to me. I understand that any breach of this contract and other signed attachments will result in termination of this contract.

\_\_\_\_\_  
Signature of Contractor (s)

\_\_\_\_\_  
Print Name(s)

\_\_\_\_\_  
Signature of Contractor (s)

\_\_\_\_\_  
Print Name(s)

\_\_\_\_\_  
Date

I, the undersigned, agree to the terms laid out in this contract for the above noted individual(s). All necessary job descriptions, duties, training and policy information has been provided.

\_\_\_\_\_  
Signature of Board Chair

\_\_\_\_\_  
Print Name(s)

\_\_\_\_\_  
Signature of Board Chair

\_\_\_\_\_  
Print Name(s)

# Section 1

## Authentic Documents

How relevant/similar/complete are these authentic documents to those used by workers in comparative jobs at your workplace?

**Put an X on the line**  
(Often employers, the X's are indicated below)

X	XXX	X	X	X	X
<b>Very</b> relevant/similar/complete			<b>Not very</b> relevant/similar/ complete		

What's relevant? What's missing? Comments

Pg. 1: Relevant however hazard symbols are not current for corrosive and explosive is not used, this should be replaced with flammable and combustible material. 4 hazard symbols are missing. I have attached a pink sheet outlining what we would give to new team members. (Pink sheet was not attached or collected.)

Checklists for daily tasks, for set up of Housekeeping Carts, room checklists Two way radios, rooming inspection checklists, biometric punch clocks  
 -pager/Mike system, room inspection checklists  
 adhoc notes/instructions, facility checklists, quotes  
 job description, lost and found reports, Room Inspection Checklist - Rooming List  
 Maintenance Reg. Very Relevant, Laundry sheet not very relevant  
 Pager, Room list/ occupancy print out  
 Pagers (houseman), Rooming lists/Sheets  
 All info is relevant. They wouldn't necessarily use the documentation in their jobs everyday  
 Missing: rooming lists, event sheets  
 Our hospitality properties do not have accommodations on site. Closest function would be maintenance of washrooms.

# Employer Evaluation and Feedback Survey

(From Chambermaid/Housekeeper employers in the Niagara Region)

*Literacy Delivery Agencies rely upon input from key community stakeholders to help them plan and deliver effective literacy programs. Employers are a key stakeholder group that can inform literacy agencies about their workforce training needs.*

1. For similar jobs in your facility, how typical are the tasks in the demonstration:

Very typical       Somewhat typical       Not very typical       Not at all typical

What could be the major differences between the tasks in the demonstration and the actual job tasks in your facility?

WHMIS-this is a typical training demo 1 hour in length. We do not administer reading/languages assessments. Role playing exercises are only conducted in an interview situation. Checklists may vary slightly.

Mathematic skills don't necessarily reflect a typical task.

In a hotel setting we experience short stay guests so we do not have a need for some services listed/demonstrated and would require additional exercises/activities from our housekeepers. Writing to express - Also req'd to complete new hire forms (ie SIN, TD1, Direct Deposit forms, etc.

Reading = various dept. notices and memos

Besides number recognition, no mathematical skills required.

Our facilities do not have chambermaid/housekeeping staff

2. If an applicant successfully completed the demonstration's tasks would you consider the skills performed to be an indication of the applicant's job readiness?

Yes       Somewhat       No (Explain why)

3. If you answered yes or somewhat to the above question, and considering your company's current hiring practices, how could an applicant effectively communicate this proficiency?

With Resume       Part of Portfolio       At Interview       Other (Explain)

4. As an employer, would you be interested in responding to future inquiries and questions from literacy agencies about identification of literacy needs in the hiring process, workplace literacy programs, changing trends, gaps, workplace knowledge, etc?

Yes (about which area, please be specific)       No (explain why)

Workplace Literacy Programs, Changing Trends Need for ESL a priority  
Workplace knowledge specific to hospitality industry

5. As a follow up to this meeting, in six months the Network will randomly select a number of employers from those we are currently working with to assist in the project's evaluation. If you were randomly selected, what is the best follow up method for you?

Employer Meeting       On Line survey       Telephone Inquiry       Other (Explain)

6. How do you feel about the overall experience you have had with this validation process?

Very Informative       Somewhat Informative       Not Informative

7. It is important for literacy delivery agencies to establish and maintain open lines of communication with employers from all sectors offering entry-level jobs. Literacy delivery agencies offer adult learners with employment goals, programming that focuses on the essential skills,(numeracy, communication, reading, writing, computers, self-management, etc) required by the workplace. Agencies greatly benefit from input from employers that allows them to stay current with evolving trends, hiring practices and hiring needs. From your perspective, "What can employers do to keep an open line of communication with the literacy community?"

Contribute Ideas (6)       Spread the word (3)       Discuss in a meeting (3)  
 Provide Support (4)       Join a committee (1)       Other (explain) (0)

8. Do you wish to add a personal comment regarding the project and the meeting you attended today?

Practical demonstrations and safe chemical handling are the most important aspects of this program to ensure success with future employers.

Needed more time

Interesting and informative. Excellent to see the interest in hospitality to work hand in hand.

**Thank you for your time and commitment to our project.**

Date, 2005

Att: Mr. XYZ, Walmart  
Dryden ON P8N 2Z3

Re: Teaching Tool for Cashier Job Profile

Dear Mr(s). :

While striving to better meet the needs of adult learners with employment goals, the adult literacy field reported a lack of effective, up-to-date training materials for specific job profiles. As a result, a number of projects were undertaken to develop "workforce demonstrations" that, when successfully completed by a learner, would clearly demonstrate that the learner possessed the essential skills requirements, as listed in Human Resources Skills Development Canada's (HRDSC) National Occupational Classification system (NOCS), for a specific job profile.

In partnership with the Northwest Training and Adjustment Board, Literacy Northwest plans to host a luncheon meeting, on Wednesday, March 6, 2005, from 12:00 - 2:00 pm at the Dryden Regional Training and Cultural Centre, for a small group of invited employers that indicated interest in sharing their expertise by providing input and/or validating workforce demonstrations that were developed for a cashier job profile.

This letter will be followed up with a phone call, during the period of February 14 - 25, which will provide you with the opportunity to ask questions and/or express your interest in participating in this valuable exercise.

On behalf of the region's adult literacy field, I'd like to thank you for taking the time to consider this request and I look forward to speaking with you soon. Meanwhile, should you have any questions or concerns related to this request, please don't hesitate to contact either Keith Sveinson, Executive Director, Northwest Training and Adjustment Board, at 223-3813, or me as per the following contact information.

Respectfully,

Annemarie Wesolowski  
Executive Director

February 24, 2005

*Northwest Security and Process Serving  
Att: Mr. Stephen Kitching, Deputy Bailiff  
212 County Blvd,  
Thunder Bay ON P7A 7N1*

**Re: Teaching Tool for Security Guard Job Profile**

Dear Mr. Kitching,

Thank you for confirming your interest in attending the Employers Validation luncheon meeting, on March 22, to share your expertise and input with us.

As per our telephone conversation, please find enclosed a copy of the Security Guard training demonstration tool and evaluation checklist. **The purpose of this tool**, when successfully completed by a learner, is to "demonstrate" that the learner has a strong understanding of industry requirements, has an aptitude for the job, and is ready for an entry-level position and on-the-job training.

**The purpose of the meeting** is to gather your input to improve the tool and/or validate that the demonstration tool fulfills its purpose. In order to fulfill the meeting's purpose in such a short timeframe, I strongly encourage you to review this document prior to the meeting and use the evaluation checklist to document your comments/suggestions, questions, etc.

**The luncheon meeting will take place on March 22, from 12:00 - 2:00 pm in the NSTB office conference room (215 Red River Road, Suite #201).** Please bring your copy of the demonstration tool and evaluation checklist with you to the meeting.

If you have any questions please don't hesitate to contact me. Meanwhile, I look forward to meeting you on March 22, 2005.

**Sincerely,**

Annemarie Wesolowski  
Executive Director

# Employer Evaluation and Feedback Survey

Literacy Delivery Agencies rely upon input from key community stakeholders to help them plan and deliver effective literacy programs. Employers are a key stakeholder group that can inform literacy agencies about their workforce training needs.

One employer attended the validation meeting and completed the survey, although the demonstration was also reviewed by an L.B.S. Instructor

1. Does the Cashier Demonstration tool accurately reflect the essential skills required for that job?

Yes (1)       Somewhat       No (Please explain why)

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2. If an applicant successfully completed the assessment tool tasks, would you consider the demonstrated skills performed to be an indication of the applicant's job readiness?

Yes (1)       Somewhat       No (Please explain why)

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3. If you answered yes or somewhat to the above question, and considering your company's current hiring practices, how could an applicant effectively communicate this proficiency to an employer?

With Resume       Part of Portfolio       At Interview       Other (Explain)

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4. As a community employer, would you be interested in responding to future inquiries and questions from literacy agencies about changing employment trends, gaps, workplace training, etc?

Yes (1)       No (Explain why)

5. In six months, as a follow up to this meeting, a number of employers that participated in this process will be randomly selected to assist in the project's evaluation. If you were randomly selected, what is your preferred follow up method:

Employer Meeting (1)  Online Survey (0)  Telephone Inquiry (0)

Other (Explain) (0) \_\_\_\_\_

6. What do you think about your overall experience with this validation process?

Very Informative (1)  Somewhat Informative  Not Informative

7. Its Important for literacy delivery agencies to establish and maintain open lines of communication with employers from all sectors offering entry-level jobs. Literacy delivery agencies offer adult learners, with employment goals, programming that focuses on the essential skills, (numeracy, communication, reading, writing, computers, self-management, etc.) required by the workplace. Agencies greatly benefit from input from employers that allows them to stay current with evolving employment trends, hiring practices and training needs. How can literacy agencies best work with employers to establish and keep open lines of communication?

Contribute Ideas  Spread the word  Discussing a meeting

Provide support  Join a committee  Cannot commit

Other \_\_\_\_\_

8. Do you have any other comments with regard to this project and/or the meeting you attended today?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Thank you for participating In this process by sharing  
your experience and expertise with us!**

**Location:** Dryden

**Company Name (Optional):** \_\_\_\_\_

**Your Name (Optional):** \_\_\_\_\_

## Checklist for Evaluating/Revising Entry-Level Workforce Demonstrations

The demonstration should show the employer that the learner has the Core Essential Skills for a specific level entry job

Key Features	Criteria Present	Revisions Suggested
<p>Demonstration illustrates to the employer an understanding of key entry level requirements for a specific job</p>	<ul style="list-style-type: none"> <li>• Demonstration includes an explanation for the employer (e.g. on a cover page) that clearly shows how the demonstration reflects employment practices specific to the learner's desired job.</li> <li>• Demonstration includes an explanation for the employer that clearly shows how the demonstration relates to literacy* tasks used on the job.</li> <li>• Demonstration uses work-related vocabulary that the employer is familiar with.</li> </ul> <p>* (Includes numeracy, self-management/self-direction)</p>	
<p>Demonstration clearly links to the learner's goal, i.e. the learner's desired job.</p>	<ul style="list-style-type: none"> <li>• Specific employment goal (entry-level position) is accurately and clearly stated.</li> </ul>	
<p>Demonstration is a relevant, integrated, employment-related activity which motivates the learner to perform and shows the employer the learner is a candidate for a specific entry-level position</p>	<ul style="list-style-type: none"> <li>• Activity is challenging, e.g. it encourages problem-solving in the context of the workplace.</li> <li>• Activity is relevant, i.e., it relates to the learner's interest in a desired job.</li> <li>• Demonstration integrates an appropriate number of Learning Outcomes, Skills Sets according to the learner's ability and as required by the entry-level position. The demonstration represents a significant "chunk" of learning.</li> <li>• Demonstration focuses on application and performance of a task (or tasks) in appropriate work-related context.</li> </ul>	
<p>Demonstration uses authentic materials in an authentic way.</p>	<ul style="list-style-type: none"> <li>• Authentic materials from the workplace are used in a real-life or close to real-life context.</li> <li>• Copyright is provided.</li> <li>• Clear photocopies or reproductions of workplace materials are provided.</li> </ul>	

## Checklist for Evaluating/Revising Entry-Level Workforce Demonstrations

Assessment Features	Criteria Present	Revisions Suggested
<p>The assessment tool provides an accurate measurement of performance.</p>	<ul style="list-style-type: none"> <li>• Key success markers/performance indicators (associated with the Core Essential Skills from survey) are fully embedded in the demonstration activity.</li> <li>• The overall LBS levels assigned to this demonstration are accurate</li> <li>• Assessment tool clearly identifies learning outcomes</li> </ul>	
<p>Assessment tool reflects the level and complexity of the demonstration and takes the employer into account.</p>	<ul style="list-style-type: none"> <li>• Type of assessment tool (holistic ↔ analytic) tool clearly corresponds to the level and complexity of the demonstration</li> <li>• Number of success markers/performance indicators is proportionate to the level and complexity of the activity</li> <li>• Markers/indicators measure the performance of skills considered critical for the completion of the work-related task.</li> </ul>	
<p>Learner collaborates in the assessment process</p>	<ul style="list-style-type: none"> <li>• Demonstration directs practitioners to share assessment criteria with learners</li> <li>• Demonstration addresses the issue of how well or how quickly a learner must perform for success</li> <li>• Demonstration ensures that the learner participates in assessing his/her own performance and provides an opportunity for the learner to reflect on his/her work and employment goal.</li> </ul>	

## Checklist for Evaluating/Revising Entry - Level Workforce Demonstrations

Style Features	Criteria Present	Revisions Suggested
Title and summary description of demonstration are clearly indicated.	<ul style="list-style-type: none"> <li>• Title of the demonstration is meaningful and clear to the learner and to the employer.</li> <li>• Summary description is meaningful and clear. It includes the purpose of the activity and how the skills will be applied in a work-related context.</li> </ul>	
Instructions to the learner are well ordered, clear, complete, and reflecting the level of the learner and the entry level requirements of the job.	<ul style="list-style-type: none"> <li>• Instructions are well ordered.</li> <li>• Instructions contain sufficient detail to give the learner clear direction.</li> <li>• Instructions use appropriate sentence structure.</li> <li>• Appropriate workforce vocabulary is used.</li> </ul>	
Materials are appropriate in tone and are free from gender, age, racial, cultural, or other bias.	<ul style="list-style-type: none"> <li>• Tone is encouraging and engaging and appropriate to the learner's ability.</li> <li>• Materials are free from bias (unless the demonstration specifically deals with recognizing bias).</li> </ul>	
Demonstration is free from spelling, grammar and punctuation errors.	<ul style="list-style-type: none"> <li>• No spelling, grammar and punctuation errors are present.</li> </ul>	
Design and layout take the learner and employer into account. They contribute to the overall organization, appearance and appeal of the demonstration.	<ul style="list-style-type: none"> <li>• Pages are laid out neatly with proper margins, spacing, and fonts.</li> <li>• Sufficient white space is provided.</li> <li>• Font selection and font size are appropriate for the level of learner.</li> <li>• Effective use is made of font styles (e.g. bold or italics)</li> <li>• Tables and columns are correctly formatted and arranged appropriately on the page.</li> </ul>	

*Adapted from Demonstrations Ontario Peer Review Scale*

Connecting to Workplaces: Validating Demonstrations with Employers