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Report **December 2005**



# Profiting from Literacy Creating a Sustainable Workplace Literacy Program

EDUCATION AND LEARNING



Profiting from Literacy: Creating a Sustainable Workplace Literacy Program  
by *Alison Campbell*

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## Preface

This final report summarizes the findings of a two-year research project funded by the National Literacy Secretariat, Human Resources and Skills Development Canada.

This report builds on previous research that demonstrates the benefits of improving the literacy skills of adult learners through their workplaces. Workplace literacy programs are a key approach to enhancing employees' ability to succeed in their jobs, in their personal lives and in their communities. *Profiting from Literacy* provides information and advice for action to employers working to create, improve and evaluate successful workplace literacy programs.

In addition to this report, project deliverables included a report analyzing Canadian microdata from the International Adult Literacy Survey (IALS), a brochure, a series of best practice mini case studies and a series of best practice case studies.

This report is based on a review of relevant literature, an international survey, regional focus groups, and case study interviews involving employers, unions, training and adult learning practitioners, government representatives and other learning partners. In addition, researchers analyzed data from national award programs for excellence in workplace literacy.

Visit [www.conferenceboard.ca/education](http://www.conferenceboard.ca/education) to download a free copy of this report, the report on the IALS data analysis, the brochure, the best practice case studies and the mini case studies.

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# Profiting from Literacy

## Creating a Sustainable Workplace Literacy Program

**E**mployers, governments and their learning partners are becoming increasingly aware of the negative impact of low literacy on individuals, businesses and Canada's overall economy. Low literacy skills limit individuals' choices in the labour market, impair business' ability to compete and hinder our competitiveness in global markets.

To combat the issue, this report builds on previous research that demonstrates the benefits of improving the literacy skills of adult learners through their workplaces. Workplace literacy programs are a key approach to enhancing employees' ability to succeed in their jobs, in their personal lives and in their communities. *Profiting from Literacy* provides information and advice for action to employers working to create, improve and evaluate successful workplace literacy programs.

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**Workplace literacy programs are a key approach to enhancing employees' ability to succeed.**

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This report was designed to help Canadian employers in small, medium-sized and large organizations, government policy-makers, unions, communities and other learning partners enhance employees' literacy skills. It is based on the analysis of original and secondary data provided by employers and their learning partners on best practice models for workplace literacy programs.

The report outlines 12 key success factors for workplace literacy programs. The success factors demystify the intangible essentials of workplace literacy program development, operation and evaluation. Employers and program developers must decide on the appropriate level of action to take for each success factor, as every organization is unique. Ideas for action provide employers in small, medium-sized and large enterprises with a variety of concrete solutions they can use to address each factor.

The key literacy program success factors are as follows.

1. Create a learning environment
2. Recognize literacy needs
3. Plan before initiating
4. Find adequate funding and support
5. Make decision-making inclusive
6. Design an effective curriculum
7. Select the right instructor
8. Use the best delivery mix
9. Market and sell the program
10. Engage supervisors
11. Encourage employee participation
12. Evaluate programs realistically

This report also presents highlights of case studies of successful workplace literacy programs. Full-text versions of them are available at [www.conferenceboard.ca/education](http://www.conferenceboard.ca/education).



# Introduction

Literacy skills are vital to high performance and productivity in modern workplaces, yet many workers lack the skills they need. This report provides information and advice to employers on creating, improving and evaluating successful workplace literacy programs. It is designed to help Canadian employers in small, medium-sized and large organizations, as well as government policy-makers, unions, communities and other learning partners, enhance employees' skills. The report summarizes the findings of a two-year research project, *Securing Literacy's Potential: How Workplace Learning Programs Can Improve Literacy and Basic Skills for Marginally Skilled Employees*, conducted by The Conference Board of Canada with financial support from the National Literacy Secretariat, Human Resources and Skills Development Canada.

A practical resource, this report identifies effective models and best practices that employers can use to update and improve the literacy and basic skills of their marginally skilled employees, through classroom, e-learning and blended learning programs.<sup>1</sup> It has been prepared with the awareness that even when employers and their learning partners are committed to raising literacy skills in the workplace, many obstacles may still challenge them. They are inhibited by the fact that their core expertise lies in producing or selling their specialized product or service, and not in the area of literacy skills development. When they need help, there are often too few resources available to them.

The key success factors presented in Chapter 3 show ways to address program issues beyond choosing a course textbook. The success factors demystify the intangible essentials of workplace literacy program development, operation and evaluation. Employers who wish to build or refine a workplace literacy program should review the key success factors presented and take appropriate action to address each factor. The various ideas for action for each key success factor are based on best practice models of workplace literacy programs for employers in small, medium-sized and large enterprises to consider.

As part of the Securing Literacy's Potential project, this report is one in a series of publications aimed at helping employers and their learning partners establish solid, successful workplace literacy programs. For additional information, advice and detailed best practice case studies on workplace literacy programming in Canada, please visit [www.conferenceboard.ca/education](http://www.conferenceboard.ca/education) and [www.conferenceboard.ca/workplaceliteracy](http://www.conferenceboard.ca/workplaceliteracy).

### REALITY CHECK: THE STATE OF LITERACY IN CANADA

Literacy is one of only a few factors contributing to employment, productivity, self-esteem and a high standard of living that we can do something about. Yet too many Canadians have poor literacy skills. About 42 per cent of all Canadians aged 16 to 65 score at the lowest literacy levels, according to the International Adult Literacy Survey, a major international study.<sup>2</sup> Canadians with lower literacy levels participate less in the labour market and have restricted job choices and reduced incomes compared to Canadians with higher literacy levels. With newly emerging world economies able to rely on easy access to low-cost labour, Canada's ability to compete in a global market depends on its capacity to produce high-value goods and services. Low literacy skills in the workforce will only hinder future Canada's prosperity.

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**Employers who wish to build or refine a workplace literacy program should consider the key success factors presented in this report and take appropriate action to address each factor.**

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With the changing demands of the modern workplace, including greater technology use, industry regulations, and the need to sell products and services in global markets, it is rare to find jobs that do not demand substantial use of literacy skills. Mandatory compliance with health and safety standards in the workplace is another key driver of the need for literacy skills.

Actual learning achievement—in terms of literacy outcomes—is more significant for our individual and national well-being than educational attainment in the form of credentials obtained. Despite continued efforts to improve our performance in education and learning outcomes, the literacy skills of many Canadians still need improvement.

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**Those who are looking for a “quick fix” to improve literacy and basic skills are not being realistic.**

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While improving employees’ literacy skills can yield substantial benefits to employers and individuals, the process is not to be taken lightly. Those who are looking for a “quick fix” to improve literacy and basic skills are not being realistic. Literacy skills improvement requires an ongoing, long-term strategy based on an understanding that the rewards will be boundless, but typically will not arrive before the medium to long term.

**IALS Literacy Levels**

(percentage of the population aged 16 to 65 at each prose level<sup>1</sup>)

**Level 1—16.6 per cent of Canadians**

This level comprises persons with very poor skills. Individuals may, for example, be unable to determine the correct amount of medicine to give a child from information printed on a package.

**Level 2—25.6 per cent of Canadians (RESEARCH TARGET GROUP—“Marginally Skilled”)<sup>2</sup>**

Respondents can deal only with material that is simple, clearly laid out, and in which the tasks involved are not too complex. It denotes a weak level of skill, but more hidden than Level 1. It identifies people who can read, but test poorly. They may have developed coping skills to manage everyday literacy demands, but their low level of proficiency makes it difficult for them to face novel demands, such as learning new job skills.

**Level 3—35.1 per cent of Canadians**

Level 3 is considered a suitable minimum for coping with the demands of everyday life and work in a complex, advanced society. It approximates the skill level required for successful secondary school completion and college entry. Like higher levels, it requires the ability to integrate several sources of information and solve more complex problems.

**Levels 4 and 5—22.7 per cent of Canadians**

These levels describe people who demonstrate command of higher-order information processing skills.

1 Organisation for Economic Co-operation and Development and Statistics Canada, *Literacy in the Information Age: Final Report of the International Adult Literacy Survey* (Paris and Ottawa: OECD and Statistics Canada, 2000), pp. xi, 136.

2 Level 2s are the primary research target group of the Securing Literacy’s Potential research project.

**WHAT IS LITERACY?**

This report uses the definition of literacy created by the International Adult Literacy Survey (IALS):

The ability to understand and employ printed information in daily activities, at home, at work and in the community—to achieve one’s goals, and to develop one’s knowledge and potential.<sup>3</sup>

IALS actually measures literacy competencies across the following three broad domains.<sup>4</sup>

**Prose Literacy**

The knowledge and skills needed to understand and use information from texts including editorials, news stories, brochures and instruction manuals.

**Document Literacy**

The knowledge and skills required to locate and use information contained in various formats, including job applications, payroll forms, transportation schedules, maps, tables and charts.

**Quantitative Literacy**

The knowledge and skills required to apply arithmetic operations, either alone or sequentially, to numbers embedded in printed materials, such as balancing a chequebook, figuring out a tip, completing an order form or determining the amount of interest on a loan from an advertisement.

IALS categorizes national test results into five levels of literacy skills, with level 1 being the lowest skill level and level 5, the highest skill level. For most jobs, IALS level 3 is the minimum level of literacy competency required to be successful. Level 3 can then be considered the “job standard” for literacy skills and is the minimum level at which most jobs can be performed well.

The box titled “IALS Literacy Levels” shows where most Canadians’ literacy skill levels fall within the five levels. While about 58 per cent of the population’s literacy skills are at level 3 or higher, there remain 42 per cent whose literacy skills are at the lower two levels—skills too low to perform most jobs well. Individuals with low literacy skills have less to offer to the labour market and may not be able to follow their chosen career paths.

Literacy is important to productivity, which, in turn, is essential to Canadian competitiveness. Low literacy skills impede individuals' capacity to become more productive and to raise their own standard of living. Since many Canadians in the labour force have only marginal literacy skills, the aggregated impact is significant. The problem is particularly acute in at-risk populations, such as Aboriginal people. The phenomenon of marginal literacy competency is especially common in small businesses (those with fewer than 100 employees), where average composite IALS scores indicate that employees' literacy skills are too low to enable them to perform most of their job tasks at a high level.<sup>5</sup> For this reason, enhancing literacy skills in small and medium-sized enterprises (SMEs) is a vital strategy for the federal government to implement in order to improve productivity and performance in the Canadian economy.

## WORKPLACE LEARNING: ONE SOLUTION

Workplace learning programs, using e-learning, traditional classroom training and blended solutions, are an important strategy for improving literacy levels and the performance of Canadian employees.

E-learning is an increasingly popular learning delivery method that is growing in use in the private sector, public sector workplaces and the educational sector. It leverages Canada's excellent "connectedness" in information and communications technologies (ICTs).<sup>6</sup> E-learning, because of its potential for both synchronous and asynchronous delivery, as well as its graphical, multimedia, audio and visual characteristics, presents unique opportunities for learners with marginal literacy levels to upgrade their literacy and basic skills. However, it usually requires customized curriculum and pedagogical techniques to fulfill its full potential.

### Key Facts About Literacy

#### Literacy Outcomes

One in four Canadians in the labour market (aged 16 to 65) has literacy skills at IALS level 2, on a five-level scale, where level 5 is the highest level.<sup>1</sup>

#### Labour Market Participation and Literacy Outcomes

Only 66 per cent of working-age Canadians at IALS levels 1 and 2 participate in the labour market, as opposed to 83 per cent of levels 4 and 5 working-age Canadians.<sup>2</sup>

Almost 84 per cent of working-age Canadians at IALS level 2 believe their reading skills are "not at all limiting" to their opportunities at work.<sup>3</sup>

#### Participation in Adult Education and Training

Only 29 per cent of level 2 Canadians participated in adult education and training, as opposed to 40 per cent of level 3 and 60 per cent of levels 4 and 5 Canadians. The Canadian total participation rate is 38 per cent.<sup>4</sup>

#### Income and Earnings

Out of six predictor variables that determine earnings variance, respondents' literacy proficiency is the most significant.<sup>5</sup>

1 Organisation for Economic Co-operation and Development and Statistics Canada, *Literacy in the Information Age: Final Report of the International Adult Literacy Survey* (Paris and Ottawa: OECD and Statistics Canada, 2000), pp. 136–137.

2 Ibid., p. 149.

3 Ibid., p. 163.

4 Ibid., p. 153.

5 Ibid., p. 175.

Blended learning delivery methods and techniques are gaining wide popularity, with both employers and employees as learners. Blended or combination learning approaches involve the use of more than one learning delivery method (for example, using instructor-led training in a classroom along with independent computer-based exercises) and allow training to be customized to accommodate different learning styles. Using a blend of methods can also be more cost-effective than using one method alone, when each method's strengths are used to full advantage.

1 The term "marginally skilled" refers to low- to middle-skilled people, in accordance with literature on literacy skills. See, for example, Susan Crompton, *The Marginally Literate Workforce* (Ottawa: Statistics Canada, 1996). [www.nald.ca/fulltext/pat/MIw/page1.htm](http://www.nald.ca/fulltext/pat/MIw/page1.htm).

2 Organisation for Economic Co-operation and Development and Statistics Canada, *Literacy in the Information Age: Final Report of the International Adult Literacy Survey* (Paris and Ottawa: OECD and Statistics Canada, 2000), pp. 136–137.

3 Ibid., p. x.

4 Ibid., p. x.

5 Organisation for Economic Co-operation and Development, Statistics Canada and the National Center for Education Statistics, *International Adult Literacy Survey Database* (Paris, Ottawa and Washington, D.C.: OECD, Statistics Canada and NCES). [www.statcan.ca/english/freepub/89-588-XIE/ials-eiaa.htm](http://www.statcan.ca/english/freepub/89-588-XIE/ials-eiaa.htm).

6 Natalie Gagnon and Brian Guthrie, *Cashing in on Canadian Connectedness: The Move to Demonstrating Value* (Ottawa: The Conference Board of Canada, 2004), p. 2. "Connectedness" is defined as the availability and use of information and communications technologies (ICTs) and associated services to facilitate communications, interactions and transactions, anytime and anywhere.

# Shedding New Light on an Old Issue: Securing Literacy's Potential Research Project

**D**espite the increasing use of literacy programs by the private sector, not all employees have benefited. One group in particular has an enormous literacy and basic skills development need: marginally<sup>1</sup> skilled employees at International Adult Literacy Survey (IALS) level 2. (See Chapter 1 for definitions of IALS literacy levels.) Improving the skills of this group can make a significant economic difference, because people at this level make up fully one-quarter of all workers, and because raising skills from level 2 to level 3 results in a huge gain in work performance, earnings and quality of life. Improving literacy among the one in four workers at level 2 will likely have a strong positive impact on productivity, innovation, quality, labour market outcomes and lifelong learning.

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### **Improving the skills of “level 2” individuals can make a significant economic difference.**

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Government programs for improving individuals' literacy competencies often focus on people at level 1; few, if any, initiatives target people at level 2. Yet level 2 individuals already have sufficient literacy skills to make training them less expensive and resource-intensive per capita than training people who have extremely rudimentary level 1 skills. Efforts to improve the literacy levels of level 2 individuals are likely to be far more cost-effective for this reason.

### **RESEARCH PROJECT OVERVIEW**

The Securing Literacy's Potential research project investigated how classroom, e-learning and blended learning programs can improve employee literacy and basic skills for marginally skilled employees, especially

those at the high end of the marginally skilled level 2 range. The study concentrated on identifying successful models and best practices for upgrading marginally skilled employees' literacy and basic skills that employers can use to get excellent, cost-effective results that improve organizational performance and the bottom line.

The benchmarking results provide employers with carefully targeted programs that they may want to implement in their workplaces, as well as tools and techniques that can assist them. The study examined both stand-alone learning solutions and integrated solutions that involve the use of more than one learning delivery method to cover both traditional and alternative methods of education and training delivery.

A wide variety of workplace education programs have already been tried in Canada, the United States and elsewhere. Some of these programs have helped employees with marginal literacy become more skillful. This project focused on these programs and analyzed why they are successful, with the goal of helping employers transfer the elements of success into their own workplaces, either by replicating whole programs or by incorporating key elements in newly designed programs.

This research built on the Conference Board's previous literacy, e-learning, skills and innovation research, and leverages its expertise in facilitating dialogue and its extensive network of business, government and community leaders. The project incorporated stakeholder input, literature review, microdata analysis, focus groups, surveys, questionnaires, interviews, case studies of successful literacy learning initiatives and online tools. Its two-year time frame included all research phases, the writing of the report, and dissemination of literacy best practices, case studies, models and tools.

## RESEARCH PROJECT OBJECTIVES

This report outlines how various methods can be used to deliver content for literacy upgrading in the workplace. Specific research objectives included the following:

- identifying the learning issues specific to level 2 learners;
- identifying best practices and successful models for delivering workplace literacy training;
- analyzing literacy microdata and determining where such learning efforts would make the most difference;
- devising criteria for organizations to employ when designing or implementing their own literacy programs;
- communicating and promoting the possibilities for using classroom, e-learning and blended learning programs for literacy upgrading; and
- showing how literacy training can improve employee and organizational outcomes, especially for IALS level 2 learners who wish to move to level 3.

## RESEARCH METHODOLOGIES AND CONSIDERATIONS

The research investigated how employers use learning strategies and programs to improve the literacy of marginally skilled employees. Examples of current practices range from employers who use their workplace

intranet to enable their employees to learn at work or at home, and employers who offer their employees computer or classroom-targeted literacy training, to traditional annual or job-entry training programs that include a literacy or “basic skills” element. Formative and summative evaluation processes, pre-testing and certification processes, and partnerships that focus on helping marginally skilled employees were included within the scope of the research. The perspectives of employers, employees, unions and their learning partners were considered and collected.

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### **The research investigated how employers use learning strategies and programs to improve the literacy of marginally skilled employees.**

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The data used include both primary data (collected using Conference Board–designed instruments and data collection processes, as well as microdata collected by Statistics Canada and other organizations) and secondary data (including monographs, articles and interpreted data). Research methodologies included an optimized mix of literature review, focus groups, surveys (mailed and online questionnaires), telephone interviews, case studies and data analysis.

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1 The term “marginally skilled” refers to low- to middle-skilled people, in accordance with literature on literacy skills. See, for example, Susan Crompton, *The Marginally Literate Workforce* (Ottawa: Statistics Canada, 1996). [www.nald.ca/fulltext/pat/Mlw/page1.htm](http://www.nald.ca/fulltext/pat/Mlw/page1.htm).

## CHAPTER 3

# Key Success Factors of Workplace Literacy Programs

### PROCESS USED TO IDENTIFY KEY SUCCESS FACTORS

Following a review of relevant literature, consultations took place with employers, unions and their learning partners on best practices in workplace literacy design, development, delivery and evaluation. Through an international survey, regional focus groups and case study interviews, employers and their partners discussed and helped to refine a list of key success factors for workplace literacy programs. Their validation and suggestions for improvements were vital to creating a list of relevant, contemporary success factors that other employers would find useful and important.

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#### **Organizations outside Canada were used as additional resources for best practice models.**

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In addition to these sources of information on the elements of exemplary workplace literacy programs, submission data for national award programs were also analyzed. The Conference Board of Canada has been awarding national Excellence in Workplace Literacy awards for six years and has accumulated a large store of data, knowledge and innovative literacy delivery practices. In recent years, the Conference Board has also presented organizations with awards for Learning Technologies in the Workplace. Data from the award winners and applicants for these two award programs were analyzed for key elements of best practice models.

Many countries support literacy skills development through the workplace, so organizations outside Canada were used as additional resources for best practice models. Researchers sought data, advice and information on key success factors of workplace literacy programs from small, medium-sized and large organizations outside Canada that have employee literacy programs.

### KEY SUCCESS FACTORS

In all, 12 key success factors were identified. Each of these success factors acts as an important design element in the creation and ongoing sustainability of any workplace learning program. Although employers do not necessarily need to act on the factors in a chronological fashion, they must address each factor before they can expect program success. Employers and program developers must decide on the appropriate level of action to take for each success factor for their organization.

The key literacy program success factors are as follows.

1. Create a learning environment.
2. Recognize literacy needs.
3. Plan before initiating.
4. Find adequate funding and support.
5. Make decision-making inclusive.
6. Design an effective curriculum.
7. Select the right instructor.
8. Use the best delivery mix.
9. Market and sell the program.
10. Engage supervisors.
11. Encourage employee participation.
12. Evaluate programs realistically.

As program design elements, the key success factors can be categorized according to their place in the development, maintenance and evaluation of literacy training programs. Once the initial success factor—the creation of a learning environment—has been addressed, the remaining key success factors fall into four categories: program strategy, program operation, program marketing and program evaluation.

## DISCUSSION OF KEY SUCCESS FACTORS

### PRECONDITIONS FOR LEARNING

A learning environment is a prerequisite to learning. Within an atmosphere receptive to learning and skills development, individuals are encouraged to participate in and support the program. Without a nurturing environment, learning will not take place, despite the best plans.

#### 1. Create a Learning Environment

Creating a learning environment requires an overall approach to learning that addresses organizational culture and attitudes toward learning. The attitudes of supervisors, employees, senior managers and union officials toward learning are strong indicators of their future commitment to and support for a learning program. Support “from the top down”—or lack thereof—can make or break a learning program. Management’s attitude toward learning will undoubtedly be perceived by the rest of the organization, and it will colour everyone else’s opinion of the value of the program.

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**Support “from the top down”—or lack thereof—can make or break a learning program.**

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In addition to creating a learning culture, organizations must also focus on the actual teaching of learners to create a true learning environment. This consideration for learners’ comfort is closely connected to the way the organization encourages employees to take part in training initiatives. Creating a safe, secure and positive environment for participating employees will help ensure that learning can take place. “Returning to school” can be a traumatic experience for some individuals. Reducing the personal risks to individuals and emphasizing the value of their existing skill-set will help instill confidence and encourage reluctant employees to take part in the learning program.

### PROGRAM STRATEGY

Before launching a learning program, an organization must address the strategic issues of identifying needs, planning, resourcing and decision-making. Program strategy success factors are important in the start-up phase, but the organization should periodically review them and, if necessary, revise them. Long-term program success and sustainability will be affected by the way these strategic elements of program design are handled.

#### 2. Recognize Literacy Needs

An understanding of the needs of the organization, as well as the current literacy skill levels of employees, will direct the purpose and objectives of the learning program. A needs assessment is the cornerstone of relevant and purposeful design and development of an employee literacy skills upgrading program. The results of a needs assessment will help the organization identify learning programming criteria.

#### 3. Plan Before Initiating

Management and the union (where one exists) must agree to make workplace literacy, employee learning and foundation skills top priorities before these skills can be expected to have an impact on performance. Using the results of the organizational needs assessment, champions of the employee literacy program can begin to plan and initiate actions that will meet both the organization’s and individual employees’ learning objectives.

#### 4. Find Adequate Funding and Support

Balancing the learning needs of the organization and individuals with the funds and support available is not always easy. In some cases, partners can fill the funding and support gaps. In-kind resources, such as classroom space or learning materials solicited from partners, can be just as valuable as cash donations.

#### 5. Make Decision-Making Inclusive

From the program’s beginning, it is important to decide on roles and responsibilities, as well as time frames for decisions regarding the employee learning program. Including representatives from all groups affected by the program in the decision-making process helps to ensure buy-in from all parties.

### PROGRAM OPERATION

Once the strategic plans for the program are in place, the day-to-day operation of a literacy training program must be considered. Program operation success factors relate to the tactical elements of curriculum design, instructor selection and program delivery methods. Since every organization has a unique operating environment, each employer will want to customize each of these factors to balance the organization’s learning needs with the type of learning program the employer can offer to employees.

## 6. Design an Effective Curriculum

An ideal curriculum will meet the learning needs of both the employer and individual learners. Depending on funding, expertise and resources, employers may choose to design an in-house program, purchase an off-the-shelf product or outsource the curriculum design to a third-party expert, such as a private trainer, consultant or local community college.

## 7. Select the Right Instructor

Choosing an instructor who encourages and engages employee learners is a key factor in program success. The instructor plays a big part in motivating adult learners to “return to the classroom,” and in building their self-confidence to apply their new skills on the job and to take part in further training. An instructor who understands the needs of both the workplace and adult learners is better able to mesh the learning objectives of each.

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**The instructor plays a big part in motivating adult learners to return to the classroom and in building their self-confidence to take more training.**

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## 8. Use the Best Delivery Mix

Employers consider many factors when deciding how to deliver an employee learning program. Time and budget constraints, individual learning style preferences, the optimal media mix and scheduling are only a few such factors. Periodic review and ongoing assessments of the delivery methods’ effectiveness will allow for adjustments and improvements over time.

## PROGRAM MARKETING

Gaining and maintaining support at all levels will help to ensure a program’s acceptance and sustainability. Program marketing success factors help keep the program alive and in the minds of all stakeholders. Management usually controls the program budget and drives program support. Managers need to be kept aware, then, of the need for and benefits of an employee literacy program. Supervisors are often left out of employee learning program decisions, but they play a vital role in encouraging employees to take advantage of release time from work to attend class.

Employees—who are the potential program participants—often need positive support and encouragement to take part in a literacy program, due to long-standing fears about returning to the classroom, confidentiality, job security or personal reputation.

## 9. Market and Sell the Program

Enticing potential participants to enrol in the learning program is the essential step in getting a program off the ground. Recognizing individuals’ successes and the overall program’s success afterwards shows participants the value of their efforts. Ongoing marketing, rather than just at program start-up, will help to sustain interest in and momentum for improving employees’ skills.

## 10. Engage Supervisors

Supervisors and front-line managers often need special encouragement to support the employee learning program. Obtaining their buy-in will help smooth the process for employees who need release time from work to attend classes. Once supervisors understand the benefits to be gained in the workplace by improving employees’ skills, they will be more receptive to the program and more likely to assist employees in applying their new skills on the job once they have taken part in training. This support can be critical to achieving productivity gains that make literacy investments pay off on the bottom line.

## 11. Encourage Employee Participation

For adult learners who may have had negative experiences with formal schooling, deciding to take part in any learning program can be difficult. They may fear the repercussions of failure or be concerned about confidentiality. They may not be aware that a learning program could help them build needed skills.

The organization can encourage employees to take part by showing them the benefits for their workplace and for their individual careers. However, the workplace culture and learning environment need to permit participant engagement in learning. Very few people will enrol in a training course simply because they wish to help their organization be more productive. Taking an approach to learning that develops the whole person, rather than just skills for one component of his or her job, helps encourage individuals to develop themselves to their full potential.

## PROGRAM EVALUATION

Once a program is in motion, interested parties such as the people funding the program will ask, “Is it working?” The program evaluation success factor emphasizes the importance of measuring the impacts and outcomes of literacy training programs to gauge the progress of the investment. Evaluating the program allows improvements to be made and gives investors and supporters an indication of their return on investment.

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**Once a program is in motion, interested parties will ask, “Is it working?”—for example, investors want to gauge the progress of their investment.**

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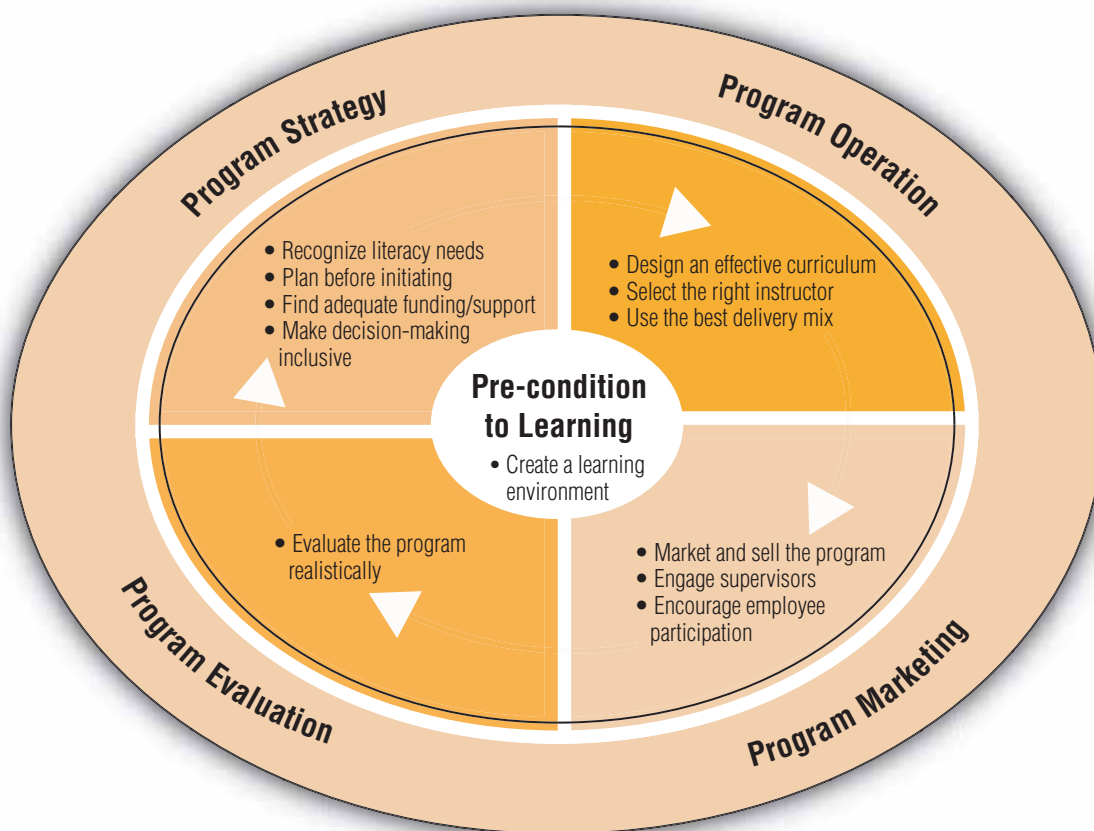
### 12. Evaluate Programs Realistically

Ongoing assessment and evaluation of the program and its results will show where improvements can be made. Evaluations that truly show impacts (such as

changes in behaviour and job performance), rather than just outputs (such as the number of program graduates), will allow a program to endure over the long run. The benefits recorded can be used to market the program internally, which will help keep stakeholders engaged.

It may be helpful for program developers and evaluators to consider the key program success factors in a schematic form that clearly shows that these design elements do not necessarily have to be addressed chronologically. (See Exhibit 1.) Instead, some factors, such as *market and sell the program*, are ongoing elements that should be addressed during program design, delivery and evaluation stages. Others, such as *plan before initiating*, should be addressed once during the program design stage and then again when the program has undergone a full cycle and is being re-evaluated for long-term sustainability. Also, while the key success factors are defined here as distinct elements, in reality they do blend and connect with one another a great deal.

**Exhibit 1**  
Key Success Factors for Workplace Literacy Programs



Source: The Conference Board of Canada.

# Key Success Factors: Ideas for Action

This section is an important resource for employers in small, medium-sized and large organizations who are looking for a wide variety of ideas for action that are appropriate for their specific size of organization. For each of the 12 literacy program design elements listed in Chapter 3, ideas for action are presented for the benefit of employers and their learning partners. While the ideas for action are not exhaustive, they do provide particularly effective examples for employers to replicate, where appropriate for their workplace and workforce.

## HOW TO READ AND APPLY THE IDEAS FOR ACTION

Competition, resources, productivity and performance all mean very different things to employers in small, medium-sized and large organizations, since these employers operate in very different worlds. Consequently, their employee learning needs are unique and the steps they may take to address those needs must take these differences into account. For that reason, each idea for action presented in this chapter is grouped by the size of organization that is most likely to be able to use it.

The following categories of organization size are used to group the ideas for action.

- Size: S = small (1–99 employees)
- M = medium (100–499 employees)
- L = large (500 or more employees)

However, large organizations can often use the best practices suggested for small and medium-sized organizations. Similarly, medium-sized organizations may find useful suggestions in the small business category. An employer should not overlook the ideas in other categories, since every organization may have unique needs or circumstances that allow it to act differently from others of the same size.

1. **Create a learning environment:** A working environment conducive to learning is an important precondition for a successful workplace literacy program. The overall approach to learning should consider organizational culture and attitudes toward learning. Taking a holistic approach to learning will help individuals develop to their full potential.

Key Success Factor	Size	Best Practice Ideas for Action
1. Create a Learning Environment	S, M, L	<ul style="list-style-type: none"> <li>• Consider the internal working culture of your organization.</li> <li>• Nurture a working culture that supports learning.</li> <li>• Obtain buy-in from all stakeholders before training begins.</li> <li>• Support learning initiatives at all levels of both your organization and the union (if applicable).</li> <li>• Engage employees during the learning initiative's design and development stages.</li> <li>• Support a network of training champions who act as ambassadors of learning within your organization.</li> <li>• Use non-traditional ways of empowering your employees.</li> <li>• Embed literacy skills development into your other training programs.</li> <li>• Create psychological safety for participants. Make sure training is "apolitical" in the workplace—ideally, both management and the union will support it.</li> <li>• Ensure that training takes place in a safe, secure environment for participants, where there are no personal risks to their job or reputation for attending or making mistakes.</li> <li>• Build on what employees already know (an "asset-based" approach). Show participants and others that learners come to training with existing skill-sets and valuable experiences.</li> </ul>

**2. Recognize literacy needs:** Knowing the needs of your organization, as well as the current skill levels of employees, is important to setting the right objectives for the learning program. Conduct an organizational needs assessment to identify the

skills a learning program could and should address. Use the needs assessment as the cornerstone when designing the employee learning program and developing the curriculum.

Key Success Factor	Size	Best Practices Ideas for Action
<b>2. Recognize Literacy Needs</b>	<b>S</b>	<ul style="list-style-type: none"> <li>Partner with the provincial workplace education office (not available in all provinces and territories) to get advice and have an organizational needs assessment done.</li> <li>Partner with a local school board to have individual employees' literacy and basic skill levels assessed.</li> <li>Conduct focus groups or employee information sessions to gauge employee interest and identify learning goals and needs.</li> </ul>
	<b>M</b>	<ul style="list-style-type: none"> <li>Partner with the provincial workplace education office (not available in all provinces and territories) to get advice and have an organizational needs assessment done.</li> <li>Partner with a local community college to conduct an organizational needs assessment.</li> <li>Use input from information sessions, focus groups, surveys, and interviews with supervisors and employees to determine interest in training, and learning goals and needs.</li> </ul>
	<b>L</b>	<ul style="list-style-type: none"> <li>Establish a profile of workers, analyze literacy skills required in job tasks, identify personal and work-related barriers to participation, and determine the scope of training needs and preferred learning methods.</li> <li>Evaluate employee capabilities using prior learning assessment (conducted by a national validating agency), employee input and supervisors' assessment of employees' work.</li> <li>Develop a literacy assessment tool to determine employees' literacy levels and the gaps between the skills required for each position and each employee's current skill level.</li> <li>Hire a consultant to conduct an intensive needs assessment through interviews and job shadowing.</li> </ul>

**3. Plan before initiating:** Management and the union (where a union exists) must agree to make workplace literacy skills, foundation skills and employee learning top priorities. Using the results of the needs assessment, champions of the employee learning program should begin planning and initiating actions that will meet the organization's and individual employees' learning objectives.

Key Success Factor	Size	Best Practice Ideas for Action
<b>3. Plan Before Initiating</b>	<b>S</b>	<ul style="list-style-type: none"> <li>• Make literacy and basic skills upgrading a corporate priority.</li> <li>• Initiate the employee learning program as a partnership between management, the union and any community partners involved.</li> <li>• Identify learning goals and set objectives for the learning program.</li> <li>• Conduct a test pilot of the learning program with a control group.</li> </ul>
	<b>M</b>	<ul style="list-style-type: none"> <li>• Incorporate literacy training into corporate and union strategies.</li> <li>• Initiate the employee learning program as a partnership between management, the union, the industry sector steering committee, local community colleges, the National Literacy Secretariat (NLS) and a provincial literacy agency (where applicable).</li> <li>• Visit businesses like your own to observe and learn from their training programs.</li> <li>• Identify individual and organizational learning goals and objectives annually.</li> </ul>
	<b>L</b>	<ul style="list-style-type: none"> <li>• Incorporate literacy training into corporate and union strategies.</li> <li>• Initiate the employee learning program as a partnership between management, the union, the industry sector steering committee, local community colleges, the NLS and a provincial literacy agency (where applicable).</li> <li>• Map the educational requirements of all jobs, and research and develop course outlines to help promote the program.</li> <li>• Develop skills profiles with task competencies for every category of employee.</li> <li>• Use essential skills profiles to map each entry-level position.</li> <li>• Use the Test of Workplace Essential Skills (TOWES) and Pre-Assessment TOWES to help identify potential learning program components.</li> <li>• Define company positions in terms of International Adult Literacy Survey (IALS) literacy levels.</li> <li>• Using essential skills profiles, develop detailed training plans for each position.</li> <li>• Set minimum skills standards, and develop employee skills upgrading program plans.</li> <li>• Conduct a learning program pilot study through a workplace learning team (include employees, supervisors, a liaison to community providers and a human resources representative, where applicable).</li> <li>• Have a joint labour-management committee review the results of an organizational needs assessment to recommend a basic skills program.</li> <li>• Identify and prioritize generic workplace literacy skills that are common to all jobs and classifications.</li> </ul>

**4. Find adequate funding and support:** Be realistic about the funding available to your learning program. Try to maximize the available resources to meet the learning needs of the organization and of the participants, as far as possible. Find partners to fill the

funding and support gaps. Consider soliciting in-kind resources, such as classroom space or learning materials, in addition to cash funding from potential partners.

Key Success Factor	Size	Best Practice Ideas for Action
<b>4. Find Adequate Funding and Support</b>	<b>S</b>	<ul style="list-style-type: none"> <li>• Through management, supply the classroom site and all course materials.</li> <li>• Partner with the federal or provincial government to fund or provide an instructor.</li> <li>• Partner with other organizations in your industry sector to pool resources for your employee learning program.</li> <li>• Consider a 50/50 time commitment. In other words, the employer donates one hour of paid release time for training and the employee donates one hour of personal time for each two-hour class.</li> </ul>
	<b>M</b>	<ul style="list-style-type: none"> <li>• Through management, supply the classroom site and all course materials.</li> <li>• Through the union, provide support, an instructor, and audiovisual or other equipment.</li> <li>• Partner with a local school board for classroom or computer lab space.</li> <li>• Partner with a local community college to streamline tuition fees.</li> <li>• Partner with a provincial ministry for partial funding of English as a second language (ESL) and other essential skills training, as well as funding of the instructor.</li> <li>• Solicit funds from the appropriate sector council.</li> <li>• Consider a 50/50 time commitment. In other words, the employer donates one hour of paid release time for training and the employee donates one hour of personal time for each two-hour class.</li> <li>• Contact a provincial federation of labour to discuss possible funding, to find a learning program advisor, and to get help with developing learning program models and instructor training programs.</li> <li>• For the union, consider partnering with other unions to create a central computer training centre.</li> <li>• Find out whether a provincial literacy agency provides start-up grants, marketing ideas and best practice examples.</li> <li>• Pay employees' tuition costs for off-site courses (which the employees will repay if they do not succeed).</li> </ul>
	<b>L</b>	<ul style="list-style-type: none"> <li>• Through management, the union or both, provide the classroom site, materials and supplies, instructors and General Educational Development (GED) exam fees.</li> <li>• Consider a 50/50 time commitment. In other words, the employer donates one hour of paid release time for training and the employee donates one hour of personal time for each two-hour class.</li> <li>• Partner with community groups and the provincial workplace education office to provide on-site assessment of individuals, funds for the instructor, and computer labs and classroom space.</li> <li>• Through the employer, the union or both, give employees interest-free loans to buy or upgrade computer equipment for personal use.</li> <li>• Cover 100 per cent of tuition costs for employees attending local educational institutions for job-related or basic literacy skills courses.</li> <li>• Provide workers to replace employees participating in training, release time for peer tutors and coordinators, and logistics assistance.</li> <li>• Partner with a local community college to provide initial peer tutor training and ongoing peer tutor direction. The college may also be able to help participants set learning goals and evaluate progress.</li> <li>• Solicit initial learning program funding from the provincial department of education, and then gradually take over full responsibility for funding.</li> <li>• Partner with the provincial department of education to obtain the services of a field officer, who will give ongoing advice and direction.</li> <li>• Allocate a specific portion of the corporate salary budget for employee development.</li> </ul>

**5. Make decision-making inclusive:** Determine roles and responsibilities, as well as time frames for decisions regarding the employee learning program. Whenever possible, involve representatives of the

various stakeholder groups—such as employees, supervisors and union representatives—in the decision-making.

Key Success Factor	Size	Best Practice Ideas for Action
<b>5. Make Decision-Making Inclusive</b>	<b>S</b>	<ul style="list-style-type: none"> <li>• Form a project team that includes management, union (if applicable) and employee representatives, as well as the instructor.</li> <li>• Through the project team, identify program goals and design a curriculum accordingly.</li> <li>• Through the project team, hire the instructor, evaluate program progress and promote the program to employees.</li> </ul>
	<b>M</b>	<ul style="list-style-type: none"> <li>• Form a project team that includes management, union (if applicable), supervisor and employee representatives, as well as the instructor and a field officer from the provincial ministry of education, if possible.</li> <li>• Through the project team, identify program goals and design a curriculum accordingly.</li> <li>• Through the project team, hire the instructor, evaluate program progress and promote the program to employees.</li> <li>• In a unionized workplace, create a labour-management committee or use the existing committee to jointly make program decisions, including decisions regarding assessment and evaluation, through a collective bargaining agreement.</li> </ul>
	<b>L</b>	<ul style="list-style-type: none"> <li>• Form a project team that includes management, union (if applicable), supervisor and employee representatives, as well as the instructor and a field officer from the provincial ministry of education, if possible.</li> <li>• Through the project team, identify program goals and design a curriculum accordingly.</li> <li>• Through the project team, hire the instructor, evaluate program progress and promote the program to employees.</li> <li>• In a unionized workplace, create a labour-management committee or use the existing committee to jointly make program decisions, including decisions regarding assessment and evaluation, through a collective bargaining agreement.</li> </ul>

**6. Design an effective curriculum:** Design a curriculum that will meet the learning needs of the workplace and of the individual employees. Motivate individuals to participate by showing them that the curriculum will help them meet their personal learning goals as well as the organization’s learning needs. Depending

on funding, expertise and resources, employers may choose to design an in-house program, purchase an off-the-shelf product or outsource the curriculum design to a third-party expert, such as a consultant or a local community college instructor.

Key Success Factor	Size	Best Practice Ideas for Action
<b>6. Design an Effective Curriculum</b>	<b>S</b>	<ul style="list-style-type: none"> <li>• Customize the curriculum to suit the context of the workplace. Base lessons on actual workplace issues, practices and materials.</li> <li>• Partner with a local community college to design the curriculum.</li> <li>• Partner with a local school board’s continuing education office for curriculum ideas.</li> </ul>
	<b>M</b>	<ul style="list-style-type: none"> <li>• Customize the curriculum to suit the context of the workplace. Base lessons on actual workplace issues, practices and materials.</li> <li>• Design the learning program curriculum in-house, tailoring it to meet the needs of the workplace and the industry.</li> <li>• Work with a local community college to obtain literacy materials, testing, academic expertise and instructor support.</li> <li>• Adapt training to suit individual learning styles.</li> <li>• Approach training using the four principles of adult learning: self-directedness, valuing of life experiences, readiness to learn and competency-based learning.</li> <li>• Coach participants on becoming lifelong learners. Introduce them to the public library, videos, modified readers, newspapers, novels and recorded books to improve their vocabulary and reading skills.</li> <li>• Build on the success of basic literacy courses with more advanced training courses in math, computers, business writing, personal finance, public speaking and so on.</li> </ul>
	<b>L</b>	<ul style="list-style-type: none"> <li>• Have training personnel and peer tutors develop original learning materials in-house.</li> <li>• Work with a local community college to obtain literacy materials, testing, academic expertise and instructor support.</li> <li>• Tailor the curriculum through literacy studies, needs assessments and 360-degree feedback surveys.</li> <li>• Base math and literacy curricula on actual job tasks and needs.</li> <li>• In training materials, include company and community documents, such as the local newspaper, site maps and photos, the employee handbook, safety notices and manuals for equipment monitoring systems.</li> <li>• Consult with supervisors to ensure lessons are relevant to workers’ job tasks.</li> <li>• Create a program in consultation with external language instructors.</li> <li>• Have learners re-write corporate documents into plain language.</li> <li>• Coach participants on becoming lifelong learners. Introduce them to the public library, videos, modified readers, newspapers, novels and recorded books to improve their vocabulary and reading skills.</li> <li>• Approach training using the four principles of adult learning: self-directedness, valuing life experiences, readiness to learn and competency-based learning.</li> </ul>

**7. Select the right instructor:** Choosing an instructor who encourages and engages employee learners is a key factor in program success. The instructor plays a big part in motivating adult learners to “return to the classroom” and in building their self-confidence

to apply their new skills on the job and to take part in further training. An instructor who understands the needs of the workplace and of adult learners is better able to mesh the learning objectives of each.

Key Success Factor	Size	Best Practice Ideas for Action
<b>7. Select the Right Instructor</b>	<b>S</b>	<ul style="list-style-type: none"> <li>• Encourage employees to volunteer as peer tutors and coaches.</li> <li>• Use trained employees to facilitate classes.</li> <li>• Partner with the provincial department of education for the services of an instructor.</li> <li>• Use professional literacy tutors in a confidential environment for individuals with low literacy skill levels.</li> </ul>
	<b>M</b>	<ul style="list-style-type: none"> <li>• Use instructors from the local school board, labour board or community college.</li> <li>• Provide an in-house co-facilitator alongside a community college instructor to provide workplace context.</li> <li>• Certify in-house experts to deliver training on specific topics, such as safety.</li> <li>• Encourage co-workers to volunteer as peer tutors.</li> <li>• Use local high school teachers for grading and general assistance.</li> <li>• Use professional literacy tutors in a confidential environment for individuals with low literacy skill levels.</li> </ul>
	<b>L</b>	<ul style="list-style-type: none"> <li>• Partner with an external training provider to design a customized learning program that addresses the specific needs of the organization.</li> <li>• Partner with a local community college to develop an employee communication skills program.</li> <li>• Use provincially licensed teachers.</li> <li>• Contact independent community providers who provide adult educators, class and program evaluations, individual assessments and business unit needs assessments.</li> <li>• Have instructors attend company events and learn internal business processes to better understand the needs of the company and the learners’ job tasks and challenges.</li> <li>• Allow technical trainers from “best practice” business units to travel to other units and conduct workshops.</li> <li>• Consider a broker model for literacy services. The broker is responsible for conducting confidential individual assessments, and for recruiting and reviewing instructors from a local literacy network, school board or community college.</li> </ul>

**8. Use the best delivery mix:** There are many things to consider when deciding how to deliver an employee learning program. Time and budget constraints, individual learning style preferences, the optimal

media mix and scheduling are only a few such factors. Ongoing assessments of the delivery method effectiveness will allow for adjustments and improvements over time.

Key Success Factor	Size	Best Practice Ideas for Action
<b>8. Use the Best Delivery Mix</b>	<b>S</b>	<ul style="list-style-type: none"> <li>• Conduct classes on-site.</li> <li>• Offer a mix of class time, one-on-one tutoring and individual study.</li> <li>• Hold small classes.</li> <li>• Use one-on-one tutoring for complex issues or for employees with very low literacy levels.</li> <li>• Create an in-house training video appropriate to the context and culture of the workplace.</li> <li>• Have participants work at their own level and pace.</li> <li>• Allow employees to participate in the learning program fully or partially on work time.</li> <li>• To accommodate shift workers, schedule the same class more than once a week. Hold the repeated classes at different times.</li> <li>• In remote locations where the instructor or the employee is not always on-site, assign homework for independent study.</li> <li>• In remote locations where the instructor or the employee is not always on-site, coordinate with local community learning centre instructors to provide off-site learning support for individuals.</li> </ul>
	<b>M</b>	<ul style="list-style-type: none"> <li>• Have participants work at their own level and pace.</li> <li>• Address learners' needs. For example, provide a keyboard-free computer learning program designed by in-house computer programmers.</li> <li>• Allow employees to participate in the learning program fully or partially on work time.</li> <li>• Use a variety of teaching methods, such as computer-assisted learning, exercise-focused tutorials, seminars, instructional videos, one-on-one and peer tutoring, and small group sessions.</li> <li>• E-mail learning materials to participants.</li> <li>• Deliver training electronically and incorporate a menu of learning modules, reference tools and related Internet links, which learners can use as needed.</li> <li>• Hold special training days for large numbers of employees who receive the same training.</li> <li>• Incorporate literacy support, visuals, plain language and social learning activities.</li> <li>• Dedicate an on-site classroom space.</li> <li>• Establish a drop-in learning centre on-site to accommodate workers' irregular schedules.</li> </ul>
	<b>L</b>	<ul style="list-style-type: none"> <li>• Deliver training through a blend of on-the-job, classroom and e-learning methods.</li> <li>• Use a multimedia approach to learning tools. For example, tools and materials could include one-on-one and group tools, computer modules, phonetics and whole language exercises, role playing activities, sequential and descriptive writing exercises, videos, games, songs and magazine clippings.</li> <li>• Use one-on-one and on-the-job training, company-produced training modules and videos, and on- and off-site workshops and courses.</li> <li>• Reinforce difficult concepts and topics through videos.</li> <li>• Use e-learning to give individuals desktop access to training modules, self-assessment quizzes and assignments with immediate grading and feedback.</li> <li>• Use web conferencing to allow employees to view live training sessions from their computers and speak with the instructor.</li> <li>• Make e-learning programs available to employees in remote and rural locations.</li> <li>• For employees in remote and rural work sites, combine instructor-led classroom training with mentoring and e-learning training delivered on the Internet.</li> <li>• In northern locations, conduct training in both English and Aboriginal languages.</li> <li>• Dedicate an on-site classroom space.</li> <li>• Establish a drop-in learning centre on-site with classrooms, office space, a computer lab, a library and a student lounge to accommodate workers' irregular schedules.</li> <li>• Provide an employee resource library with continuous learning tools, such as study aids, books, videos, audiocassettes, seminars on tape and other printed materials (covering both work-related and personal topics).</li> <li>• Consider a virtual library to give employees customized access to information, presentations, reports and audio-conferences.</li> <li>• Use self-paced training packages that include practical, job-related information and are acceptable in all cultures.</li> <li>• Adapt the learning program to employee subcultures. For example, you could produce a video series on building math skills that is specially suited to deaf employees.</li> <li>• For ESL learners, offer extra vocabulary development and individualized grammar instruction to augment the core basic skills curriculum.</li> </ul>

**9. Market and sell the program:** Entice stakeholders to participate in the learning program by explicitly recognizing the program’s successes and showcasing the value of the efforts stakeholders are making. Ongoing marketing (beyond the start-up period)

will sustain interest in and momentum for improving employees’ skills. Selling the benefits of the program to management is also key to maintaining support for the program and ensuring its viability.

Key Success Factor	Size	Best Practice Ideas for Action
<b>9. Market and Sell the Program</b>	<b>S</b>	<ul style="list-style-type: none"> <li>• Hold graduation ceremonies to recognize participants’ achievements.</li> <li>• Tie training to industry-recognized certification programs, such as Red Seal.</li> <li>• Portray upgraded skills as a benefit to employees’ careers.</li> <li>• Begin a computer purchasing program for employees.</li> </ul>
	<b>M</b>	<ul style="list-style-type: none"> <li>• Provide recognition (such as graduation ceremonies and internal e-mail notices) and incentives (such as contests and prizes) for program participants.</li> <li>• Partner with a local school board so that skills courses count as credits toward a Grade 12 diploma.</li> <li>• Have management visit the shop floor to encourage the use of math and English skills in job tasks.</li> <li>• Make computer training facilities available to workers and their adult family members.</li> <li>• Advertise the learning program through notes on pay stubs and on bulletin boards.</li> </ul>
	<b>L</b>	<ul style="list-style-type: none"> <li>• Launch the learning program in a corporate-wide announcement by a senior executive.</li> <li>• Advertise the program through notes on pay stubs, bulletin board posters, computer e-mail notices, newsletters and word of mouth.</li> <li>• Advertise the training program through union information sessions.</li> <li>• Provide recognition (such as graduation ceremonies, internal e-mail notices and company news items) and incentives (such as contests and prizes) for program participants.</li> <li>• Offer tuition reimbursement programs and incentive awards for educational achievement.</li> <li>• Partner with a local community college or university so that skills courses count as credits toward a diploma or degree.</li> <li>• Partner with other companies in the same industry sector to broaden access to the training curriculum and provide industry accreditation.</li> <li>• In seasonal businesses, strike an agreement with the provincial department of education and Human Resources and Skills Development Canada (HRSDC) such that participants’ eligibility for Employment Insurance (EI) benefits is not affected if they attend literacy and basic skills classes during the off season.</li> </ul>

**10. Engage supervisors:** Encourage supervisors and front-line managers to support the employee learning program by showing them the benefits to be gained in the workplace. Obtaining their buy-in will help

smooth the process for employees who need release time from work to attend classes and will help employees apply their new skills on the job once they have taken part in training.

Key Success Factor	Size	Best Practice Ideas for Action
<b>10. Engage Supervisors</b>	<b>S</b>	<ul style="list-style-type: none"> <li>• Include supervisors on the learning project team.</li> <li>• Ask supervisors for curriculum ideas and tie learning needs to job tasks.</li> <li>• Have both learners and supervisors evaluate the program's success.</li> </ul>
	<b>M</b>	<ul style="list-style-type: none"> <li>• Include supervisors on the learning project team.</li> <li>• Hold information-sharing sessions for supervisors to educate them about the benefits of the learning program, show them how to encourage employees to participate and promote their active support.</li> <li>• Ask supervisors for curriculum ideas and tie learning needs to job tasks.</li> <li>• Have both learners and supervisors evaluate the program's success.</li> <li>• Adopt industry standards in the workplace.</li> </ul>
	<b>L</b>	<ul style="list-style-type: none"> <li>• Include supervisors on the learning project team.</li> <li>• Hold information-sharing sessions for supervisors to educate them about the benefits of the learning program, show them how to encourage employees to participate and promote their active support.</li> <li>• Ask supervisors for curriculum ideas and tie learning needs to job tasks.</li> <li>• Have both learners and supervisors evaluate the program's success.</li> <li>• Adopt industry standards in the workplace.</li> <li>• Design a training process that dovetails with work schedules and demonstrates payback.</li> </ul>

**11. Encourage employee participation:** For adult learners who may have had negative experiences with formal schooling, deciding to take part in any learning program can be difficult. They may fear the repercussions of failure or be concerned about confidentiality. They may not be aware that a learning

program could help them build needed skills. Encourage employees to take part in the employee learning program by showing them the benefits to be gained in the workplace and in their individual careers.

Key Success Factor	Size	Best Practice Ideas for Action
<b>11. Encourage Employee Participation</b>	<b>S</b>	<ul style="list-style-type: none"> <li>• Include employee representatives on the learning project team (try to include at least two to raise their comfort level).</li> <li>• Have learning program participants help define the goals and objectives of the program.</li> <li>• Keep individual results and records confidential.</li> <li>• Make participation voluntary, whenever possible.</li> <li>• Open the program to employees' spouses and adult children.</li> <li>• Have participants work with the instructor to identify personal learning goals.</li> </ul>
	<b>M</b>	<ul style="list-style-type: none"> <li>• Include employee representatives on the learning project team (try to include at least two to raise their comfort level).</li> <li>• Focus training efforts on collaborative program development, high participation rates and experiential learning for high retention of knowledge.</li> <li>• During a mid-program interview, ask employees for ideas to improve the program.</li> <li>• Have both learners and supervisors evaluate the program's success.</li> <li>• Use a continuous intake system and allow employees to join classes at any time.</li> <li>• Declare a dedicated classroom space as "neutral territory" for learning (controlled by neither the union nor management).</li> <li>• Make participation voluntary, whenever possible.</li> <li>• Adopt industry standards in the workplace.</li> <li>• Support inclusiveness in the workplace through team-based training.</li> <li>• Open the program to employees' spouses and adult children.</li> <li>• Write company newsletters, data presentations and other employee communications in plain language.</li> <li>• Nurture confidence in adult learners through advice, support and humour.</li> </ul>
	<b>L</b>	<ul style="list-style-type: none"> <li>• Include employee representatives on the learning project team (try to include at least two to raise their comfort level).</li> <li>• Focus training efforts on collaborative program development, high participation rates and experiential learning for high retention of knowledge.</li> <li>• During a mid-program interview, ask employees for ideas to improve the program.</li> <li>• Have both learners and supervisors evaluate the program's success.</li> <li>• Use a continuous intake system and allow employees to join classes at any time.</li> <li>• Declare a dedicated classroom space as "neutral territory" for learning (controlled by neither the union nor management).</li> <li>• Make participation voluntary, whenever possible.</li> <li>• Create an online discussion forum for learners to discuss their online training experiences and to provide advice for those who have not yet participated.</li> <li>• Encourage participants to connect reading, writing, verbal communication, listening and numeracy skills to their personal and work lives in a learner-focused program.</li> <li>• Offer the program during the seasonal lay-off period.</li> <li>• For remote and rural employees, offer program classes in nearby areas for groups of employees and partner with local community organizations for classroom space.</li> <li>• Have classes interact and produce projects together. For example, the literacy class could submit an article for a newsletter the computer basic skills class is producing.</li> </ul>

**12. Evaluate programs realistically:** Ongoing assessment and evaluation of the employee learning program and its results will show results and reveal where improvements can be made. Evaluations that truly show impacts (such as changes in behaviour

and job performance), rather than just outputs (such as the number of program graduates) will allow a program to endure over the long run. The benefits recorded can be used to market the program internally, which will help keep stakeholders engaged.

Key Success Factor	Size	Best Practice Ideas for Action
<b>12. Evaluate Programs Realistically</b>	<b>S</b>	<ul style="list-style-type: none"> <li>• Keep individual results and records confidential.</li> <li>• Evaluate the learning program at mid-term and at course completion.</li> <li>• Develop an in-house measurement tool to examine reductions in errors attributable to failure to understand work procedures or instructions.</li> </ul>
	<b>M</b>	<ul style="list-style-type: none"> <li>• Keep individual results and records confidential.</li> <li>• Consider setting successful program requirements, such as a minimum attendance rate; minimum scores on homework, oral and written tests, and a mid-program assessment; and meeting of certain benchmarks during a final evaluation by a supervisor on workplace-related issues.</li> <li>• Conduct one-to-one interviews with all stakeholders (learners, the instructor, supervisors, management) to monitor progress, assess the program and evaluate its impact.</li> </ul>
	<b>L</b>	<ul style="list-style-type: none"> <li>• Use pre- and post-course evaluation tools for employees and supervisors to help track training-related changes in behaviour and the training return on investment.</li> <li>• Consider setting successful program requirements, such as a minimum attendance rate; minimum scores on homework, oral and written tests, and a mid-program assessment; and meeting of certain benchmarks during a final evaluation by a supervisor on workplace-related issues.</li> <li>• Encourage learners to set their own goals and track their own progress.</li> <li>• Have employees take an essential skill level test before they participate in training or re-certification. Support those who do not pass with refresher basic skills training and reward those who do pass with opportunities to participate in further training.</li> <li>• Continuously evaluate classes through classroom audits and interviews with participants.</li> <li>• Engage instructors to assess individuals through interviews. Then, customize a learning program and facilitate continuous improvement through ongoing program evaluations and reviews.</li> </ul>

# Best Practices

Many organizations in Canada already run successful and unique programs to improve the literacy skills of their workers. Others can learn how to start, maintain and evaluate their own programs by learning from these existing models. This section provides an overview of several exemplary programs in Canadian organizations. The case studies that follow discuss organizations from a variety of industry sectors and geographic locations. Organizational size, measured in number of workers, also varies. A small business is defined as one with fewer than 100 workers, while a medium-sized business has between 100 and 500 workers, and a large business has more than 500 workers.

What follows are highlights of the challenges organizations face and the solutions they discover. Employers can mix and match the highlights from different case studies to create a customized solution that works for them. More details and analysis for each case study can be found online at [www.conferenceboard.ca/workplaceliteracy](http://www.conferenceboard.ca/workplaceliteracy). The individual online documents go beyond describing

the challenges and solutions of each case study to discuss the program objectives, target groups, activities, resources, innovations, outcomes, benefits and impacts, as well as the usefulness of the program as a model.

## SMALL BUSINESS (FEWER THAN 100 WORKERS)

Small businesses face unique challenges in providing training to workers. Lack of time and lack of money are common issues for small businesses trying to upgrade the skills of their workforce.<sup>1</sup> While businesses of all sizes experience barriers related to workplace training, small businesses may need to take a different approach to tackling those issues. Short staffing and limited access to training materials are two major challenges small organizations face when providing literacy skills training to workers. Technology-based learning, distance learning, volunteers and on-the-job mentoring are potential solutions for small firms. A combination of solutions, customized to meet the specific skills needs of the small organization, often works best.

### Case Study 1

Elmsdale Lumber: At the Cutting Edge of Workplace Education  
Small Business: Elmsdale, Nova Scotia

Elmsdale Lumber Corporation (ELCO), a small family-owned firm, responded to the lumber industry's increasing competitiveness by investing in the skills of its long-time employees through a workplace education program (WEP). ELCO partnered with Nova Scotia's Department of Education and developed a series of industry-relevant in-house courses.

Challenge	Solution
<ul style="list-style-type: none"> <li>Many mature workers are hesitant to identify their literacy and other academic skills needs.</li> </ul>	<ul style="list-style-type: none"> <li>Senior management's support and enthusiasm for the training program encouraged employees to take part.</li> </ul>
<ul style="list-style-type: none"> <li>Scheduling conflicts result when training courses are offered during work hours.</li> </ul>	<ul style="list-style-type: none"> <li>Effective time management and supervisor buy-in for the training program helped ease scheduling difficulties.</li> <li>Training employees in small groups minimized the impact of absent workers on production schedules.</li> </ul>
<ul style="list-style-type: none"> <li>Management was initially concerned that employees could lose their new skills if their jobs did not require them to apply those skills.</li> </ul>	<ul style="list-style-type: none"> <li>The company partnered with the Nova Scotia Department of Education to develop industry-relevant courses. Participants could apply their new skills directly to their jobs.</li> </ul>

<sup>1</sup> Alison Campbell, *Strength from Within: Overcoming the Barriers to Workplace Literacy Development* (Ottawa: The Conference Board of Canada, 2003), pp. 15–16.

### Case Study 2

#### Setting the Course for Success: Workplace Literacy Skills Training at The Ark Small Business: Bridgewater, Nova Scotia

The Ark/Lunenburg County Association for the Specially Challenged is a community organization that provides educational and recreational opportunities, including basic life skills, literacy, numeracy and computer skills training, to persons with special challenges, including intellectual and physical disabilities and mental illness. Workplace education has given individuals the confidence to apply skills in new and unfamiliar situations, and to show initiative, commitment and persistence to get the job done.

Challenge	Solution
<ul style="list-style-type: none"><li>• The Ark delivers workplace literacy skills to a very specialized population with disabilities.</li></ul>	<ul style="list-style-type: none"><li>• The Ark used staff and volunteers with experience and understanding of the issues faced by people with various types and degrees of disabilities.</li></ul>
<ul style="list-style-type: none"><li>• Many people with disabilities have experienced negative societal perceptions and stereotypes that decrease their self-confidence.</li></ul>	<ul style="list-style-type: none"><li>• The training environment focused on supporting individuals and building their self-confidence in dealing with co-workers, supervisors and customers.</li></ul>
<ul style="list-style-type: none"><li>• Funding challenges for training programs and services are ongoing.</li></ul>	<ul style="list-style-type: none"><li>• Contract work for local businesses and an on-site retail store not only gave training participants practical work experience but also provided revenues for The Ark.</li><li>• A foundation to raise funds on The Ark's behalf was established.</li></ul>

### Case Study 3

#### Stedfast Inc./THRC: Bringing Skills Development and Knowledge Management to the Workplace Small Business: Ottawa, Ontario

Stedfast Inc. partnered with the Textiles Human Resources Council (THRC) to offer its employees a range of relevant training and skills development programs. The programs are available through the company's Skills and Learning Site, a major investment in education and learning resources.

Challenge	Solution
<ul style="list-style-type: none"><li>• As a small business, Stedfast Inc. lacks the resources and expertise to address employees' varied literacy and learning needs.</li></ul>	<ul style="list-style-type: none"><li>• A partnership with the THRC gave the company access to proven training resources and tools.</li></ul>
<ul style="list-style-type: none"><li>• Scheduling training for employees who work shifts on varying production cycles is difficult.</li></ul>	<ul style="list-style-type: none"><li>• A modular learning program presented training content in manageable increments.</li><li>• Through e-learning, employees had access to training at their convenience.</li></ul>
<ul style="list-style-type: none"><li>• Obtaining the funding and expertise to adequately research, develop and deliver any type of literacy skills training program is a challenge for this small business.</li></ul>	<ul style="list-style-type: none"><li>• Through the THRC's Skills and Learning Site initiative, relevant training materials were always readily accessible to employees of small business partners, such as Stedfast Inc.</li></ul>

**MEDIUM-SIZED BUSINESS  
(BETWEEN 100 AND 500 WORKERS)**

**Case Study 4**

Contextualizing the Learning to the Learner: Insights from The Prince George Hotel  
Medium-sized Business: Halifax, Nova Scotia

The Prince George Hotel instituted an on-site workplace education program to give employees easy access to skills upgrading opportunities. The courses—English as a second language (ESL), academic upgrading, and business writing and communication—are contextualized to the workplace and allow learners to apply their new skills directly to their jobs.

Challenge	Solution
<ul style="list-style-type: none"> <li>• Training initiatives are already costly for this medium-sized hotel.</li> </ul>	<ul style="list-style-type: none"> <li>• By partnering with provincial and federal departments, The Prince George Hotel secured partial funding, as well as valuable advice and expertise.</li> </ul>
<ul style="list-style-type: none"> <li>• It is difficult to schedule training for employees working in a hotel that operates 24 hours per day, seven days per week.</li> </ul>	<ul style="list-style-type: none"> <li>• A flexible training model that used frequent, short training sessions was accessible to all employees.</li> </ul>
<ul style="list-style-type: none"> <li>• The company's immigrant-friendly hiring practices result in a workforce that has some difficulty communicating in English.</li> </ul>	<ul style="list-style-type: none"> <li>• Early in the process, a needs assessment identified ESL training as a priority. The hotel offered ESL courses to support its culturally diverse workforce.</li> </ul>
<ul style="list-style-type: none"> <li>• Employees may lose the new skills they learn during training courses if their jobs do not require them to apply those skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Training was offered on-site and was contextualized to the workplace. Learners could apply their new skills immediately to their jobs.</li> </ul>

**Case Study 5**

Developing a Community of Employees through Team Time at Teleflex Canada  
Medium-Sized Business: Richmond, British Columbia

Teleflex Canada Ltd., a leader in the design and manufacture of hydraulic and thermal technology products, experienced a dramatic expansion of its customer base due to strategic and operational changes. In the face of new levels of customer demands, the company examined the skills of the workforce and adopted a new training approach called Team Time.

Challenge	Solution
<ul style="list-style-type: none"> <li>• High management turnover caused continuous re-evaluation of the program.</li> </ul>	<ul style="list-style-type: none"> <li>• The company carefully documented the success of the Team Time training program and kept management informed of the program's benefits.</li> </ul>
<ul style="list-style-type: none"> <li>• Initially, team leaders were not always eager to take on the added responsibility of being co-trainers.</li> </ul>	<ul style="list-style-type: none"> <li>• Team leaders helped pilot the program and develop and assess the training modules. The high level of engagement helped team leaders become comfortable with the training materials.</li> </ul>
<ul style="list-style-type: none"> <li>• Scheduling was difficult at first, as the training model required teams of workers to complete a fixed set of chronological training modules.</li> </ul>	<ul style="list-style-type: none"> <li>• The company took a more flexible approach to training. Team Time training modules were adapted into a flexible set of potential activities and content pieces that team leaders could choose, as appropriate, for their team's needs.</li> </ul>

### Case Study 6

Upgrading Employee Skills to Meet Corporate Standards—Technocell Canada, A Felix Schoeller Group Company  
Medium-Sized Business: Drummondville, Quebec

Technocell Canada, a subsidiary of a German group, purchased a plant to manufacture its new product lines. The company inherited an existing workforce that lacked the basic and technical skills to meet its production volume and quality standard expectations. Training and updating the workers' skills encouraged and motivated employees to take responsibility for meeting the company's targets.

Challenge	Solution
<ul style="list-style-type: none"><li>• The new company inherited a workforce that lacked basic skills as well as job-specific skills for the new product line.</li></ul>	<ul style="list-style-type: none"><li>• Employees received individualized training to meet corporate and personal learning goals in a non-threatening environment.</li></ul>
<ul style="list-style-type: none"><li>• Finding local workers trained in the new industry is virtually impossible, as the public education system does not provide specialized training in this industry.</li></ul>	<ul style="list-style-type: none"><li>• Targeting the existing workforce for training and providing skills upgrading opportunities allowed the company to develop industry experts from within.</li></ul>
<ul style="list-style-type: none"><li>• Achieving the higher production volumes and quality standards for the new products was difficult for the existing workforce.</li></ul>	<ul style="list-style-type: none"><li>• The training program motivated employees and gave them the confidence to take responsibility for meeting company expectations while realizing their own learning goals.</li></ul>

## LARGE BUSINESS (MORE THAN 500 WORKERS)

### Case Study 7

Diavik's Workplace Learning Centre: A Literacy Gem  
Large Business: Yellowknife, Northwest Territories

At its remote northern diamond mine location, Diavik Diamond Mines Inc. operates an on-site workplace learning centre. The centre provides a variety of customized programs to help the largely northern and Aboriginal workforce to upgrade its literacy, numeracy, academic and computer skills.

Challenge	Solution
<ul style="list-style-type: none"><li>• The remote northern location of the workplace severely limits access to educational institutions, libraries, and literacy agencies and institutions.</li></ul>	<ul style="list-style-type: none"><li>• The company provided an on-site workplace learning centre to provide easy access to customized learning programs.</li></ul>
<ul style="list-style-type: none"><li>• Employees in the new company have a wide range of literacy, numeracy and job-specific skills needs.</li></ul>	<ul style="list-style-type: none"><li>• Full-time, qualified adult educators assessed individuals' learning needs and customized learning programs for them.</li></ul>
<ul style="list-style-type: none"><li>• Employees typically work a two-weeks-in/two-weeks-out rotation schedule, which interrupts learning schedules.</li></ul>	<ul style="list-style-type: none"><li>• The workplace learning centre provided flexible, targeted training schedules.</li><li>• The on-site adult educators maintained regular, confidential contact with adult educators in the employees' home communities to minimize disruption to each individual's learning progress.</li></ul>

**Case Study 8**

Essential Skills: The Dofasco Way  
 Large Business: Hamilton, Ontario

Dofasco's essential skills program was launched to address gaps in employees' workplace literacy skills. Guided by an internal workplace team, the company outsources training to community organizations. Dofasco's partnership with a broad group of community organizations is a key innovation of the program.

Challenge	Solution
<ul style="list-style-type: none"> <li>Employees are sometimes reluctant to self-identify as needing literacy skills training.</li> </ul>	<ul style="list-style-type: none"> <li>The privacy of individuals who participate in the program was guaranteed.</li> <li>Internal marketing of program benefits encouraged employees to sign up.</li> </ul>
<ul style="list-style-type: none"> <li>Scheduling training around employees' 10- to 12-hour shifts is difficult.</li> </ul>	<ul style="list-style-type: none"> <li>The company allowed each business unit to schedule courses at employees' convenience, as the business units operate with different schedules and shift lengths.</li> </ul>
<ul style="list-style-type: none"> <li>The time commitment for the training planning team in the initial and maintenance stages of the program was extensive.</li> </ul>	<ul style="list-style-type: none"> <li>Management continuously recognized and supported the program.</li> <li>Program leaders were dedicated and passionate about developing the essential skills of the workforce.</li> </ul>

**Case Study 9**

Finding Common Ground Through Workplace Education: Department of National Defence—Atlantic Region  
 Large Business: Halifax, Nova Scotia

The Department of National Defence's (DND's) workplace education program (WEP) in Atlantic Canada was established nine years ago to address changing job and skills requirements related to rapid technological advancement and changes in organizational structure. A joint initiative, the WEP addresses employees' expressed needs for training in basic skills, personal development, academic upgrading and stress management techniques.

Challenge	Solution
<ul style="list-style-type: none"> <li>Employees are sometimes reluctant to explain their educational and literacy training needs.</li> </ul>	<ul style="list-style-type: none"> <li>Employees helped design a training program that covered basic skills, personal development, academic upgrading and stress management techniques.</li> </ul>
<ul style="list-style-type: none"> <li>It was initially difficult to find funding for a 60- to 80-hour General Educational Development (GED) preparation course at Canadian Forces Base Greenwood.</li> </ul>	<ul style="list-style-type: none"> <li>Intensive pre-testing to determine individual strengths and needs allowed DND to shorten the GED preparation course.</li> </ul>
<ul style="list-style-type: none"> <li>Scheduling training is difficult, as many employees often need to travel for their jobs with little notice.</li> </ul>	<ul style="list-style-type: none"> <li>A learning and career centre delivered courses on a flexible basis to accommodate employees' deployment schedules.</li> <li>Employees attended only the course components that were most relevant to their learning needs.</li> </ul>

**Case Study 10****Cavendish Farm's Learning Centre: Rising to the Challenge of Meeting Employees' Unique Needs**  
Large Business: Summerside, Prince Edward Island

Cavendish Farms instituted a learning centre in response to employees' skills and career development needs. The flexible scheduling model of an "open door" learning environment allows employees to seek out training opportunities at their convenience.

The results of participation in training are increased self-confidence, an improved ability to solve problems independently and increased opportunities for advancement.

<b>Challenge</b>	<b>Solution</b>
• The workplace operates on a rotating 12-hour shift basis, making it difficult to schedule training.	• A learning centre with an "open door" policy was established on-site with a full-time instructor.
• Employees were initially concerned about incurring costs and spending personal time on training.	• The company supplied the teacher, resources and space for training. • A "cost-sharing" approach to class and study time was used, with the company and the employee each donating half of the required time.
• The varied skills needs and job tasks of the workforce require a range of targeted training plans and programs.	• Following a needs assessment and personal interviews to determine training needs, each learner worked with the instructor to develop a personal learning plan and study program to meet company and personal learning goals.

# Conclusions

The results of the Securing Literacy’s Potential project give employers ideas and tools that will encourage them to take action and be rewarded for improving their employees’ literacy skills.

A number of conclusions resulted from this research, including the following:

- There is a population of “marginally skilled” employees that can be assisted by targeted literacy interventions in the workplace.
- Few programs currently target individuals with marginal literacy skills due to a tendency to focus training investments on those at high risk or those who already have a high level of literacy skills.
- Obtaining successful outcomes is not a matter of chance, but requires thought and attention to goals, objectives, circumstances and desired impacts.
- The 12 key success factors are not a “quick fix” for employers, but are a roadmap—which direction is taken down the road depends on the organization.

This report is one in a series of tools developed for employers by The Conference Board of Canada to help them effectively design, deliver and evaluate workplace literacy programs. Other tools in the series include reports, case studies and awards. Independent websites that include information, advice and tools are additional resources for employers.

Employers wishing to access these additional tools relating to workplace literacy should refer to the following publications and websites.

### *Strength from Within: Overcoming the Barriers to Workplace Literacy Development*

- This report identifies workplace literacy program benefits, common barriers and solutions.

### *Success by Design: What Works in Workforce Development*

- This report identifies and showcases key design elements of successful joint programs.

### *E-Learning for the Workplace: Creating Canada’s Lifelong Learners*

- This report features e-learning best practices and a tool kit.

### *Breaching the Barriers to Workplace Literacy*

- This is a review of the literature on the barriers to increasing workplace literacy and learning in Canada’s workplaces.

### *Turning Skills into Profit: Economic Benefits of Workplace Education Programs*

- This report outlines the economic benefits of improving literacy skills through workplace education programs.

The reports listed above are available for free download at [www.conferenceboard.ca/education](http://www.conferenceboard.ca/education).

### Workplace Basic Skills

- This website provides advice, information and tools.

[www.workplacebasicskills.com](http://www.workplacebasicskills.com)

### Work-Based Learning

- This website provides advice and information that help make the business case for workplace learning programs.

[www.work-basedlearning.org](http://www.work-basedlearning.org)

### Scorecard for Skills

- This website helps employers create a balanced scorecard for skills.

[www.scorecardforskills.com](http://www.scorecardforskills.com)

### Workplace Literacy Central

- This website provides advice, information and tools for workplace literacy programs.

[www.conferenceboard.ca/workplaceliteracy](http://www.conferenceboard.ca/workplaceliteracy)

### Case Studies

- These studies are a series of reports on individual best practice models for workplace literacy programs.

[www.conferenceboard.ca/education](http://www.conferenceboard.ca/education)

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