In an effort to support the instructor's role in the success of Workplace Education in Nova Scotia, the Department of Education and Culture introduces the *Workplace Education Instructor Manual*. This manual is designed for use by instructors in workplace education programs to assist them in their roles in developing and instructing in workplace education programs. It contains practical information on various stages of program implementation, from becoming familiar with the workplace to evaluating the results of lessons.

A workplace model is used in this manual to illustrate the multiple steps used by the instructor in facilitating successful workplace education programs. These steps as outlined in the manual are:

- Working with the Project Team and the Workplace Education Field Officer
- Getting to know the workplace and profiling jobs for essential skills
- Setting program goals and objectives
- Assessing and evaluating employee skills
- Developing and designing curriculum (literacy task analysis, instructional methods, workplace education teaching materials, lesson planning, learning styles)

By progressively working through this model as presented in the manual, instructors discover how to incorporate the learning needs of the workplace, as identified through an organizational needs assessment (ONA) and individual needs assessments (INA), into program goals and curriculum. The emphasis of this manual therefore is on your role as an instructor involved in the planning and carrying out of a workplace education program.

This manual accompanies a series of professional development workshops which, when completed, lead to certification by the Nova Scotia Department of Education and Culture as a workplace education instructor. We hope that you find this manual a valuable tool in "making it work" in your workplace classroom.

**Acknowledgements**

The Department of Education and Culture would like to acknowledge the effort of Judy Purcell and Marjorie Davison as developers of this manual. It would also like to thank workplace education field officers Robin Jardine, Gaylene Leedham and Renette Muise who contributed to the work and to Gina Veinotte who inputted and formatted the text. A special thanks is extended to the National Literacy Secretariat which helped to fund this project.
WORKPLACE EDUCATION INSTRUCTOR MANUAL

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INTRODUCTION

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INTRODUCTION

Making it Work

Workplace Education has been an initiative of the Nova Scotia Department of Education and Culture since 1989. During the first four years, workplace education was delivered by the Literacy Section, through funding partnerships with a number of external organizations. In 1994, the Cooperation Agreement on Economic Diversification was signed between the government of Nova Scotia and the Atlantic Canada Opportunities Agency with workplace education receiving $1,000,000 in funding over five years under the Business Skills Development stream. As well, The National Literacy Secretariat has provided some funding for workplace education annually since 1989.

Workplace education in Nova Scotia is guided by principles of partnerships and adult learning and the need to establish a lifelong learning culture in the province. Three key aspects affecting the development of workplace education in the province include the history of workplace education in Nova Scotia, the process of setting up programs, and the infrastructure which supports the continuation of workplace education.

The history of workplace education has contributed to its current success. In 1989, the Department of Advanced Education and Job Training, now the Department of Education and Culture, undertook a research project to assess the educational needs of business and industry in Nova Scotia. A wide sampling of workplaces participated, including small businesses such as rural restaurants and family owned stores, as well as those in the manufacturing and publishing industry.

As a result of the findings, the Department initiated more programming in the area of workplace education. From 1989 to 1994, literacy section staff developed and implemented about fifteen workplace programs each year. The programs addressed a range of educational needs, all with content customized to the workplace. In 1994, with the signing of the Economic Diversification Agreement (EDA), grants were made available to workplaces to hire their own instructors. Workplaces are eligible for funding for up to three years and are required to make significant contributions to the overall cost of the program. This grant system has enabled the number of workplace education programs to increase significantly. Approximately 80 workplace education programs are funded each year.

Throughout this entire period, more than 200 programs have run in the province. These programs have been carried out in a wide variety of sectors such as construction, food processing, health care, manufacturing, municipal governments, natural resources and tourism. In addition, more specific curricula have been developed, including a communication course for middle management, a charting course for nursing assistants, a preparation course for water distribution certification and a communication course for construction industry supervisors.
EXAMPLES OF WORKPLACE EDUCATION PROGRAMS

<table>
<thead>
<tr>
<th>Christmas Tree Farm</th>
<th>focus on environmental and safety terminology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Processing Company</td>
<td>focus on math and communication skills</td>
</tr>
<tr>
<td>Home for Special Care</td>
<td>focus on charting and communication</td>
</tr>
<tr>
<td>Tourism Cooperative</td>
<td>focus on natural history, communication skills</td>
</tr>
<tr>
<td>Municipal Water Utility</td>
<td>focus on math and science skills</td>
</tr>
<tr>
<td>Regional Police Service</td>
<td>focus on report writing skills</td>
</tr>
<tr>
<td>Fish Trawlers</td>
<td>focus on academic upgrading</td>
</tr>
<tr>
<td>Shipyard</td>
<td>focus on trade-related math skills</td>
</tr>
</tbody>
</table>

Since its inception to the present, the success of setting up a workplace education program has entailed several consistent features:

- A project team is established near the start of discussing program set-up. This team is made up of representatives of all the primary stakeholders within the workplace.
- All partners agree to contribute to the program. For example, companies may provide release time; labour may make a financial contribution and employees may volunteer their time to train.
- An organizational needs assessment is conducted to allow employees a valid opportunity to participate in program development and design.
- Instructors create a relevant learning experience that draws on the context of the workplace and personal needs of employees.
- Program stakeholders jointly decide and enact upon by evaluation procedures.

**STEPS IN DEVELOPING A WORKPLACE EDUCATION PROGRAM**

*Instructor involvement shown in italics*

1. Contact the Field Officer
2. Form project team
3. Conduct ONA
4. Agree upon program to offer
5. Apply for funding, if eligible
6. Promote program and recruit participants
7. *Hire the instructor*
8. Assess skill levels of participants
9. *Develop and implement program*
10. Evaluate program
Successful workplace education programs are built on strong partnerships within the workplace which are represented by management, union, employees and the Department of Education and Culture. These partnerships form the basis of workplace education project teams which oversee the programs. Instructors, as members of these project teams, help stakeholders translate needs into learning objectives in order to develop relevant curriculum. You are the ones who make everything happen and play a very large part in the success and quality of workplace education initiatives.

The workplace instructor performs a multitude of other duties and activities. You have responsibilities as members of the Project Team. By attending regular project team meetings, you work with all stakeholders in the program to set program goals and objectives, promote the program, recruit participants and schedule classes based on workplace schedules. You carry out individual needs assessments to help employees identify learning needs and goals. You gather workplace materials, study the organizational needs assessment report and tour the workplace in order to develop an understanding of the workplace community and to make the program relevant. Workplace instructors use the context of the workplace and the employees' lives to generate learning opportunities in the areas of reading, writing, math, communication, problem solving and critical thinking. Finally, you document and evaluate employee progress and program success.

Successful workplace education instructors display a unique set of skills, knowledge and attitudes. The following are some personal and professional attributes of workplace instructors:

### Flexibility

- make themselves available according to the workplace schedule
- are willing to learn the culture and needs of each work site
- are able to relate basic skills to workplace skills
- are able to facilitate classes in learning environments that are not always suitable

### Sensitivity to the needs of all stakeholders

- recognize the confidentiality of participant academic information
- maintain a balanced interest in the program, participants and workplace
- are able to deal with and communicate with all levels within the workplace

### Creativity
• see each work site as a unique educational opportunity
• create unique facilitation approaches to suit the varied learning settings
• adapt and design materials to specific needs of participants
• are able to facilitate the learning for participants in multi-level settings
• are open to learning from any source
• create opportunities to apply classroom learning in the workplace

Willingness to learn

• about workplace technology
• about the partners--union, employer, operations, supervisors
• about the workplace environment
• from the project team concerning guidelines for curriculum design and ideas for customizing curriculum content to the workplace

The Adult Learner in the Workplace

Characteristics

When helping adults learn in the workplace, it is important to take into account some generally agreed upon characteristics of adult learners. Andragogy, the theory of adult learning, involves certain assumptions about adult learners:

- Adults are moving toward self-directedness
- Adults have valuable life experiences which are to be respected and used in learning whenever possible
- Adults' perceptions of what they need to learn increases as they take on new roles, responsibilities, etc.
- Adults need to apply new knowledge immediately.

Adults tend to be voluntary learners. Their decision to return to a formal learning situation is a significant one, often preceded by careful consideration. They can direct their own learning by participating in its planning from the beginning stages. The Nova Scotia Workplace Education Initiative invites this participation through every stage of program design and delivery.

Adult learners are diverse and have a wealth of work experiences and well-developed personal identities which, when respected, provide a wonderful resource for the learning process. They vary in ages, abilities, job experiences, cultural and educational backgrounds and personal goals. Incorporating workplace materials and issues into the curriculum means using contexts that are familiar to learners which then allows them to concentrate more fully on basic skills development.
Adults make a voluntary commitment to learn when they experience a real need to know or to be able to do something. For many employees, the changing workplace has created this need. In order to fully respond to this need, it is important to relate curriculum content to specific contexts in their lives. These contexts can be in the form of a problem, issue or concern in their work site. The instructional approach can be task or problem-centred.

Adults need to know why they are learning something. Learning is more effective when they understand how new knowledge will be immediately useful to them in their work or personal lives. Adults have clear learning objectives and need to know, through ongoing feedback, the extent to which their learning objectives are being met. There must be clear means and ends to their learning.

Adults have a high degree of motivation to learn. They respond to extrinsic motivators like higher wages and promotions, but also to intrinsic motivation like the need for self-esteem, recognition and achievement.

Adults' sense of self influences the learning situation in which they participate. They may carry feelings which inhibit learning such as embarrassment about returning to school, negative impressions of their own abilities, and negative impressions of past school experiences. Learning at work provides employees with the opportunity to participate with co-workers. This helps to diminish the fear of participants and places learning in an atmosphere in which they are already valued.
These general characteristics of adult learners imply the need for certain practices in the workplace education classroom. These are often referred to as good practice principles of adult education.

- Facilitators establish a climate conducive to learning. This includes establishing support, respect and trust among participants and making the learning environment as physically and psychologically comfortable as possible.
- Facilitators involve learners in mutual planning of methods and curricular directions. Learners must play a participatory role in diagnosing their own learning needs, setting their own learning objectives, and creating learning plans to accomplish their objectives.
- Facilitators help learners identify strategies and resources to carry out their learning plans.
- Facilitators involve learners in evaluating their learning through use of qualitative modes.
- Facilitators present activities which draw on learners’ experiences. New information is integrated with what learners already know and is presented in a familiar context.
- Facilitators provide lots of opportunities for learners to apply their knowledge to work, family and community settings.
- Facilitators design curriculum to account for the different learning styles of adults.
SECTION 2

PROGRAM DEVELOPMENT

- Working with the Project Team and the Field Officer
- Getting to Know the Workplace
- Setting Goals and Objectives
- Doing Assessments and Evaluations
PROGRAM DEVELOPMENT

Working with the Project Team

The Project Team is made up of primary partners in the workplace which includes management, labour, employees, the instructor, and the field staff officer. The Project Team is responsible for planning and carrying out all activities related to the workplace education initiative. Everyone as a project team member gains from the experience.

There are many benefits to this partnership. When all workplace partners are involved in planning and implementation, it encourages ownership of the program. This in turn results in a greater commitment of time and resources. The formation of a project team allows partners to identify learning needs from all perspectives and to generate greater support for change and new ideas. Members of the Project Team develop coordination and teamwork skills that can be used elsewhere in the workplace or in their communities.

For you, the team is an invaluable source of support and information. Instructors work collaboratively with the Project Team to create a quality learning experience for employees. This involves coordinating and overseeing the workplace education initiative.

Once you are hired, the Project Team helps you become familiar with the workplace by organizing a worksite tour, providing you with workplace documents and arranging informal meetings with employees from various departments. You work with the Project Team to plan and implement the program. This involves setting the program goals and objectives and making decisions about program content and delivery. You then conduct individual needs assessments with program participants. These interviews are often coordinated by the Project Team.

Once the course has begun, the Project Team holds regular meetings throughout. For you, these team meetings are opportunities where you can discuss difficult issues which may arise, find solutions to solve problems and ask for clarification or seek support. The following are actual examples of problems which arose in workplace education programs and how the Project Team was able to resolve them:

| Problem: | Line supervisors were limiting employee participation in training due to build up of work on production lines. |
| Solution: | The Project Team invited supervisors to join the Project Team and resolved the issue by having supervisors change employees' schedules to enable them to attend classes. |
| **Problem:** | Issues in the workplace dominate the classroom, i.e., there was to be an amalgamation of a district in which a particular workplace was located. Employees were fearful that this would affect their seniority and that they would be "bumped" from their posts. |
| **Solution:** | After consulting with the Project Team, the instructor discovered that there was literature on amalgamation which could allay these fears, but that employees were not taking the time to read it because it was written at a high level with a lot of jargon. As a class activity, employees rewrote this information in clearer language and discussed their findings. |

| **Problem:** | Workers were upset because management was not providing release time for them to attend the training sessions. |
| **Solution:** | The Project Team spoke with management and developed another form of incentive/reward, i.e., an extra week of vacation time in lieu of release time. |

| **Problem:** | An overriding issue in the classroom dominates to the degree that the instructor has difficulty keeping the class on track, i.e., anxiety about writing the GED examination |
|  | • general testing was leading to too much competition in the classroom |
| **Solution:** | The Project Team talked about ways of refocusing the classes: |
|  | • It decided to let employees know that the course is designed for them to move at their own individual pace. |
• Employees were informed they did not have to write the scheduled exam, but could take more training and write it at a later date.
• Class representatives, the instructor and field officer met with others on the Project Team to create alternative forms of evaluation.

Instructors also work with the Project Team in the final stage of the program—evaluation. The Project Team determines measures of success and lays out an evaluation strategy at the beginning of the program. The Project Team conducts mid and final program evaluations, and the instructor evaluates the progress participants have made from the beginning to the end of the program. These results are shared with the Project Team in a written report format.

Working with the Field Officer

Along with their role as a member of the Project Team, Workplace Education Field Officers can offer support to you in the following ways:

• Assist in planning a tour of the work site for the instructor
• Orient you to the Workplace Education Resource Collection
• Assist in course planning and curriculum development
• Arrange mid and end program evaluations by project team members and participants
• Provide ongoing consultation in the areas of program administration issues, content and delivery.

Use the checklist on the following page to record your activities as a member of the Project Team.
Instructor as a Team Player in the Nova Scotia Workplace Education Initiative

<table>
<thead>
<tr>
<th>Activities Checklist</th>
<th>COMPLETED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>YES✓</td>
</tr>
</tbody>
</table>

Get to know the workplace:

- Tour the work site - (arranged by Field Officer and Project Team)
- Gather workplace documents
- Meet informally with employees from various departments
- Observe workers on job
- Profile jobs/Conduct Literacy Task Analysis

Meet with the Workplace Education Field Officer.

- Tour the Resource Centre
- View "Making it Work" video

Set program goals and objectives with the Project Team

Conduct individual needs Assessment (INA's).
Develop course curriculum.
Examine workplace materials and issues to include in lessons.

Participate in regular project team meetings

Complete progress reports

- Participate in a mid-program report to the Project Team.
- Provide progress reports to the Project Team

Conduct exit interviews with program participants to evaluate individual progress.
On behalf of the Project Team, give participants final program evaluation forms to complete.
Provide a final program report to the Project Team
Getting to Know the Workplace

As a team player in the Workplace Education Program, getting to know the workplace is one of the first steps for instructors. Getting to know the workplace involves several activities:

- Reading the organizational needs assessment report (ONA) prepared by the Workplace Education Field Officer
- Touring the workplace
- Gathering workplace materials
- Getting to know the workplace through observations

### Organizational Needs Assessment Report (ONA)

The ONA is a general needs assessment of the workplace. Conducting an ONA within a workplace creates interest in and support for the workplace education initiative at all levels of the workplace and generates awareness around broader issues related to education and training. Information is gathered from focus group sessions and personal interviews held with management, union and employees. This information is analyzed to determine:

- employability skills needed by employees to perform their jobs
- current training practices and policies of the workplace
- perceived learning needs
- suggestions for program implementation and
- recommendations for the Project Team to guide it in its initiative.

### Touring the Workplace

The work site tour is another means for you to get to know the workplace. The Project Team arranges a tour for you. Through observations, you have the opportunity to:

- identify the types of jobs in the workplace and study job descriptions
- observe how work is organized in the workplace
- gather workplace materials
- identify workplace vocabulary
- map the types of formal and informal communication
- talk informally with employees from different departments
- get an impression of how receptive employees are to workplace education
- identify how basic skills are used in job tasks at the workplace.

The Work Site Tour chart will help you organize the information collected during the tour and lay the groundwork for future course planning.
Gathering Workplace Materials

Workplace materials can be gathered during the work site tour or at anytime by the Project Team. It is useful for you to examine these materials employees read and use on the job for several reasons. You can determine the importance of reading, writing, numeracy, problem-solving, critical thinking or communication skills to the use of these materials. As well, you will gain a fuller understanding of the actual jobs employees do and can determine the skill level needed to work with the materials. Readability tests can be applied to all materials to determine this level. Use the chart Workplace Materials to analyse the materials and to generate ideas for curriculum development.

Observing Workers on the Job

You can also observe employees on the job to note their daily work routines, how they perform their work, how long it takes them to complete a task, and skills required for the job. This can be done during the workplace tour or at anytime.

Analyzing Literacy Tasks

Carrying out a literacy task analysis is another means of getting to know the workplace and the work of employees. A literacy task analysis is a way of getting information about the specific tasks of a job in which employees use reading, writing, numeracy, and thinking skills. One approach to a task analysis is to break a job down by identifying the main duties or tasks of the job. Collect information about how these duties and tasks are done by talking with employees or gathering workplace materials associated with the tasks. Analyze each task to determine the skills and knowledge required for successful performance. (See Literacy Task Analysis for more information).

Additional Resources

- National Occupational Classification (NOC): This is a systematic taxonomy of 25,000 occupations in the Canadian labour market. Occupations are classified according to skill level and skill type. Copies are available in the regional Career Resource Centres of the Department of Education and Culture.
- HRDC Essential Skill Profiles: These profiles detail the essential skills required for all occupations listed in skill levels C and D of the NOC. They are available on the internet: http://www.hrdc-drhc.gc.ca/
- Job Experts: Arrange time to talk with workers and supervisors.
### WORK SITE TOUR

<table>
<thead>
<tr>
<th>Workplace Structure i.e. work processes, job classifications</th>
<th>Workplace Climate i.e. positive, stressful</th>
<th>Workplace Vocabulary i.e. technical terms</th>
<th>Workplace Communications i.e. co-worker to co-worker</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom Application</td>
<td>Classroom Application</td>
<td>Classroom Application</td>
<td>Classroom Application</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### WORK SITE TOUR (Sample)

<table>
<thead>
<tr>
<th>Workplace Structure i.e. work processes, job classifications</th>
<th>Workplace Climate i.e. positive, stressful</th>
<th>Workplace Vocabulary i.e. technical terms</th>
<th>Workplace Communications i.e. co-worker to co-worker</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Line workers (unionized)</td>
<td>● Harmonies among line staff</td>
<td>● Pea stone</td>
<td>● Monthly departmental meetings</td>
</tr>
<tr>
<td>● Supervisors</td>
<td>● Good work relations both with supervisors and line staff</td>
<td>● Tandem truck</td>
<td>● No real vehicle of communication between line workers and upper management except from union representatives</td>
</tr>
<tr>
<td>● Upper management</td>
<td>● Some distrust of upper management from line workers</td>
<td>● Air brakes</td>
<td>● Progress/status notes between co-workers</td>
</tr>
<tr>
<td></td>
<td>● Generally relaxed workplace climate</td>
<td>● Ventilation</td>
<td>● Informal communication during break periods</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Confined spaces</td>
<td>● Workers do not participate much at department meetings</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Classroom Application</th>
<th>Classroom Application</th>
<th>Classroom Application</th>
<th>Classroom Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Rewrite section of the collective agreement re: job classifications</td>
<td>● Write away - allot 5-10 minutes at beginning of each class for journal writing re: workplace</td>
<td>● Math: estimate amount of pea stone needed to cover a certain area</td>
<td>● Role play difficult situation identified by the classification</td>
</tr>
<tr>
<td>● Write their own job description</td>
<td>● Create step by step instructions on individual job tasks</td>
<td>● Develop cloze exercise – personal dictionary</td>
<td>● Mock meeting to encourage participation</td>
</tr>
<tr>
<td>● Create writing activities in which employees put themselves in the shoes of other workers/management</td>
<td>● Blank floor plan - name department</td>
<td>● Mock meeting to encourage participation</td>
<td>● Create better communication mechanisms before shifts</td>
</tr>
</tbody>
</table>
## Workplace Materials

<table>
<thead>
<tr>
<th>Name</th>
<th>Readability</th>
<th>Classroom Application</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Developing thinking skills (ability to organize, categorize)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Recognizing Health and Safety vocabulary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Understanding cause and effect (thinking skills)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Practising written communication (expressing facts)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Building workplace vocabulary</td>
</tr>
</tbody>
</table>

### How the Material is Used
- Required by all staff within a 24-hour time period
- Used to document the details of workplace accidents/incidents

### Skills Required
- Reading
- Scanning
- Organizational
- Written communication
- Giving facts
WORKPLACE MATERIALS (Sample)

<table>
<thead>
<tr>
<th>NAME</th>
<th>READABILITY</th>
<th>CLASSROOM APPLICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text</td>
<td>Requires 13.6 years of schooling to understand</td>
<td>Rewrite article in clear language</td>
</tr>
<tr>
<td>Union Newsletter Article</td>
<td>Difficult vocabulary</td>
<td>Create cloze exercises</td>
</tr>
<tr>
<td></td>
<td>Many 3+ syllable words</td>
<td>“Letter to the editor” writing activity</td>
</tr>
<tr>
<td></td>
<td>Many recognizable workplace terms</td>
<td>Compile personal dictionary with vocabulary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Have employees give verbal presentations on information in the article</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussions around “safety in the workplace”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HOW THE MATERIAL IS USED</th>
<th>SKILLS REQUIRED</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Read by all union members in the workplace</td>
<td>Ability to read longer texts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ability to scan text for meaning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ability to remember facts and assimilate information for understanding</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Can get meaning from context</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use of semantic clues to understand text</td>
<td></td>
</tr>
<tr>
<td></td>
<td>High level of workplace vocabulary</td>
<td></td>
</tr>
</tbody>
</table>

Setting Goals and Objectives

Definition of Goals and Objectives

Whether practitioners of adult education use the term "aim", "target", "goal", "objective", "purpose", "mission", or "intention" when developing instructional programs, all are commonly referred to when trying to (reach) identify a program's pre-determined end. This does not imply, however, that these terms convey the same meaning. For the adult educator, these terms hold subtle, but important differences. For the purpose of this instructor's manual, the terms "goals" and "objectives" will be used since they seem to be used most frequently by workplace instructors.

Though often used simultaneously, goals and objectives do differ. Essentially, a goal may be defined as a brief, general statement of the overall purpose of a program. For example, a well-defined program goal may be phrased:

*To allow participants to gain a basic understanding and competency of workplace forms and procedures while upgrading basic literacy skills.*
In this example, the program's goal is directed toward a change, end or long-term effect. The goal is a general statement that identifies the ultimate aim of improving skills within the context of forms and procedures.

In more relevant terms to workplace education, an objective will state the specific skill, attitude, knowledge and competency that participants are to gain as a result of a task or activity.

For example, well-written objectives would be:

- Participants will learn to prioritize and assimilate information when writing an accident report.
- Participants will learn to develop a clear language guide, and to simplify the Workplace Hazardous Information System (WHMIS).

These objectives are not only stated in measurable terms, but they are consistent with the program's overall goal. Without a clear, pre-determined program goal, appropriate objectives cannot be developed.

**Purposes of Goal and Objective Setting**

In the development stage of a workplace education program, if it is not clear what the workplace education program is trying to achieve (program goal), then specific instructional plans (unit/lesson objectives) and evaluation procedures will be difficult, if not impossible, to establish. When goals and objectives are clearly defined, both instructors and program participants benefit. Clearly defined goals and objectives will assist you in selecting appropriate materials, developing long-range plans, deciding on methods of teaching and learning, and preparing evaluation tools. When employees are encouraged to set their own goals and objectives, they are not only taking ownership of their learning, but are contributing to the overall balance of the program. When you collaborate with employees in setting goals and objectives, the benefits to them often include an increase in their understanding of and commitment to achieving the program's objectives, as well as a desire to have a more active role in program development.

The value of initially setting goals and objectives cannot be underestimated by any of the program's stakeholders since they must all play an active/equal role in the process. All groups must be aware that although goals and objectives are set to clarify direction, they may change throughout the course of the program. To regard initial goals and objectives as permanent does not take into account changing needs of the workplace. This realization, that specific program goals and objectives may change, is essential if the program is to maintain its direction.
Do's and Don'ts of Goal and Objective Setting

### Effective Goal and Objective Setting

- Do establish goals regularly and write them down.
- Do include all partners when setting program goals and objectives.
- Do make goals and objectives achievable.
- Do state objectives in measurable terms.
- Do set objectives with the program goal(s) clearly in mind.
- Do state goals and objectives positively.
- Do encourage employees to set individual goals. While goals can be developed for a larger group, setting individual goals is more relevant to employees.
- Do evaluate goals and objectives regularly and do make revisions if necessary.
- Do begin goal statements with "To".

### Ineffective Goal and Objective Setting

- Do not judge individual goals.
- Do not set objectives that are too vague and therefore difficult to measure.
- Do not regard goals and objectives as permanent and unchangeable.
- Do not exclude stakeholders in the evaluation process.
- Do not set goals and objectives with only one form of adult learning in mind. Personal, social and occupational domains must all be considered.
Workplace-Specific Goal and Objective Setting

Using the ONA and INA to Set Goals and Objectives

The organizational needs assessment (ONA) is an essential tool when beginning to develop a workplace curriculum and setting appropriate goals and objectives. The ONA and the accompanying report provide a wealth of information of the needs and interests of all partners in the workplace. The organizational needs assessment may provide information in the following areas:

**Training**
- Relationship between literacy and education and the existing training culture of the workplace
- Attitudes employees have toward learning and training
- Effectiveness of current training practices
- Employee and organization training needs

**Skill**
- Basic skills requirements for job-related tasks
- Basic skills needed for personal and professional growth
- Effectiveness of workplace communications

**Programming**
- Kinds of programs people want and need
- Curriculum-based on workplace issues and materials
- Sensitive issues regarding participation
- Program implementation information
- Potential program benefits

The ONA can assist in identifying those specific goals and interests that are common among stakeholders. The findings and recommendations in the report encourage collaboration thus enabling effective goal-setting among partners. This results in helping the overall program goal to remain focused. Once program goals are identified by interest groups, what follows next is the evolution of the program curriculum. Individual needs assessments (INA's) are conducted with interested employees in which specific work-related and personal goals and objectives are identified. Specific, clearly-stated objectives that will form the basis of unit and lesson planning come from an understanding of employee needs, capabilities and attitudes, all of which are identified in the individual needs assessment.
The Role of the Project Team in Goal and Objectives Setting

With each interest group having its own agenda, developing a general program goal and specific objectives may seem an impossible task. All stakeholders bring to the Project Team different expectations, concerns and reservations about the program that is to be developed. If the team is fairly represented, and if different agendas are acknowledged, the program stands an excellent chance of being truly representative of the needs of the workplace. The following are guidelines that project team members can follow when defining a program goal:

1. Identify a key person to facilitate or lead the process of goal definition. This individual will encourage all relevant groups to participate, keep discussions on track, find solutions to differences of opinion.

2. Clarify competing assumptions and expectations, especially when there is disagreement about the program goal. Use the ONA to gather as much information as possible on the goals and plans of all stakeholders.

3. Clarify the program scope early in the process.

4. Draft a program goal statement which is generally acceptable to everyone.

Project team members must also be aware of the necessity to meet on a regular basis during the course of the program to ensure that all goals and objectives are being met and to make any revisions if necessary.

Once a program goal has been defined by the Project Team, it is essential to encourage employees to take some responsibility for goal and objective setting. In assisting employees to identify, set and achieve goals, refer to Appendix 1. You may discover that for some employees, the setting of educational goals is a new and rather intimidating experience. It is imperative, however, that employees participate in the objective-setting process. Findings indicate that if employees do participate in this process, it increases their understanding of and commitment to achieving those objectives. Motivation also increases, thus enabling them to guide their own learning and assess their own progress. Learner-identified goals and objectives will become the tools by which you can ensure that the program meets the needs of the employees.
Your Role in Setting General and Workplace-Specific Goals and Objectives

The role of instructors when setting workplace-specific goals and objectives is one of many. Generally, as a member of the Project Team, you are often the developer, recorder, facilitator, consultant and resource person. You must consider specific key factors in order to ensure that effective goals and objectives are set. You must ensure that the pre-determined goals and objectives that will be used in curriculum development and lesson planning have a clearly defined direction and are meeting program goals and objectives. Even if goals and objectives need to be revised, the program's overall goals and objectives must still be kept in focus. Since you are aware of the needs and capabilities of the program participants, you must ensure that all goals and objectives are realistic, attainable and measurable by becoming familiar with workplace forms and materials. They can then determine if program goals and objectives can be attained based on available resources. If certain goals/objectives cannot be attained for lack of resources, it is your responsibility to make this known to the Project Team so that alternatives can be explored. Finally, given all the roles and responsibilities of instructors in the formation of a workplace education program, you participate with the team in regularly evaluating goals and objectives throughout the program, and upon its completion.

CASE STUDY

The following case study is presented as an example of how "measurable goals and objectives" may be developed for workplace education programs by all stakeholders. When the ONA report includes a profile of the workplace where various needs are identified among the different groups, all partners begin to see a "bigger picture". Partners will learn how basic skills needs relate to other workplace issues. You begin to see how program, unit and lesson goals and objectives are connected.

Results of the ONA

*During the needs assessment, the field officer interviewed thirty-six employees from each shift and each department, including seven supervisors, four training instructors and two office staff.*

The field officer learns:

- Many employees would like to cross train for other plant jobs. They find their jobs too routine.
- Hazardous material labelling and Material Safety Data sheets are not kept up to date.
- Secondary containers of hazardous materials are not being labelled.
- Six employees said they do not understand the new pay system.
- Some employees know of co-workers who did not file for workers compensation because of low literacy skills.
- One supervisor said in confidence that she can not read or write.
- Shift reports submitted by supervisors are poorly written and do not always contain vital information.
• The departments do not communicate well with each other.
• The workplace and union produces a newsletter but it is written at a university level.
• Some older workers have stated their apprehension of learning the metric system.
• Two employees have had an ongoing disagreement which is beginning to affect other workers.
• More office staff are required to chair meetings and feel they do not have the necessary skills.
• Newer employees do not feel that the customary one-day orientation to the workplace is long enough.

Examples of Measurable Goals and Objectives

**Goal:** To increase participants' awareness and understanding of their workplace so that they have the basic skills and empowerment to more fully participate in the workplace.

Objective 1: To know of and understand information found in a union and company newsletter

Objective 2: To offer a Clear Language Writing course for supervisors and staff who are responsible for writing in-house memos, reports, minutes, etc.

Objective 3: To develop basic math skills so that the time expended by supervisors and union officials explaining the new pay system is reduced.

Objective 4: To improve overall writing and proofreading skills so that the amount of time used by office staff in correcting shift reports, editing employee requests for benefits, etc. is reduced.

Objective 5: To be knowledgeable of information contained in the Employee Handbook

**Goal:** To develop basic skills required to complete work procedures, i.e. work forms, checklists, reports, etc.

Objective 1: To compile and assimilate information in a written form.

Objective 2: To identify details and parts from an illustration/diagram.

Objective 3: To understand the general layout of a work form and enter appropriate information on that form.

Objective 4: To identify, build and use appropriate vocabulary and abbreviations to categorize information.
Goal: To equip participants with the basic skills to understand health and safety practices at the workplace.

Objective 1: To recognize and understand vocabulary related to workplace health and safety.

Objective 2: To identify common workplace safety symbols and relate them to written word.

Objective 3: To know procedure when dealing with accident, medical, insurance and compensation forms.

Objective 4: To reduce the accident rate of the workplace caused by improper labelling.

Objective 5: To develop a participants' guide, written in clear language, to simplify the Workplace Hazardous Information System.

Goal: To provide participants with the opportunity to develop and use effective workplace communication strategies.

Objective 1: To understand and generate a memo to a specific format.

Objective 2: To write concise minute proceedings.

Objective 3: To learn to communicate to exchange information, work cooperatively and solve problems.

Objective 4: To give and receive oral messages and oral instructions accurately.

Objective 5: To encourage team problem-solving and communication.

Objective 6: To develop presentation skills needed to participate effectively in meetings.

Connecting Goals and Objectives

In the previous case study, specific workplace goals and objectives were developed by the Project Team. Once the partners have come up with a general program goal statement, this forms the basis of the overall curriculum goal for the workplace instructor. When the curriculum goal is identified, specific needs and requirements of the partners can then be used to develop unit goals. The setting of unit goals is valuable to you for several reasons. From the unit goals, weekly and daily lesson plan objectives can be developed. Since each objective is derived from a previous goal and/or objective, together they represent the sum of the program goal. (See Figure D1).
When examining this case study, the interdependency of goals and objectives becomes evident. The unit goals and objectives, when taken together, have the effect of achieving the overall curriculum goal. When you develop weekly objectives, they must always keep in mind the previously developed unit goal. It is at this stage of curriculum planning that lesson objectives begin to unfold. The individual lessons should address weekly objectives which, in turn, are reflections of unit and program goals. You can use INA's for this purpose and also to ensure that employees work and social skills development needs are acknowledged and identified in curriculum.

Having knowledge of the work-related competencies necessary for effective performance and progress on the job through job analyses, and having formulated program goals and objectives, you will now have a framework upon which they can build their evaluation plan which includes initial individual needs assessments (INA) and ongoing and end evaluations.

Doing Assessments and Evaluations

After you have worked with the Project Team to define program goals and objectives, it is important to put in place an evaluation strategy which measures the attainment of these goals and objectives. This evaluation plan includes initial individual needs assessments, ongoing assessments and final evaluations. Using stated goals and objectives as a point of departure, this section looks at how an evaluation plan is developed.

Need for an Evaluation Plan in Workplace Education Programs

Employees want to know whether or not they are achieving their goals. They need to be able to celebrate their successes and develop confidence in themselves as learners. They need to know what they have already achieved so they can make decisions about setting new goals and planning the next stages of their learning.

You, the instructor, need to know where instruction should start and what direction it should take. You need to know how effective your planning and instruction have been. This information will enable you to make decisions about adjusting your instructional plans, setting new goals and/or selecting different materials or approaches. Finally, you also need to be able to celebrate your good practice and develop confidence in yourselves as diagnostic and prescriptive instructors.

Project team members and the employees involved in a workplace education program have their individual reasons and purposes for wanting evaluation data. The following reasons are common to all of them:
Everyone wants to have the opportunity to celebrate success. Having concrete evidence of what has been accomplished allows all partners to grow in confidence and inspires them to set higher and higher goals.

Everyone wants to make plans for the future. Having information about what was achieved in the past, what worked well and what didn't work well provides a solid foundation upon which to build plans for the future.

Everyone wants to know whether or not the program will continue to exist. Having information about what goals were met and what changes, if any, need to be implemented enables everyone to feel more confident that support for the program can be sustained.

In summary, it can be said that for all partners the goal of evaluation is to allow for the examination of past performance and the initiation of future action. The only way to ensure that the employees and instructors get this information is to choose evaluation tools and procedures that will provide meaningful data. Meaningful and useful evaluation information is data that relates specifically to the objectives that have been set. It is data that clearly shows what has been accomplished and what still needs to be done. An evaluation process that provides data that evaluates the past and directs the future is a key element of good educational practice. Evaluation tools and procedures that are aligned with both the broad goals and the specific learning, instructional and management objectives of the workplace education program provides data that can reveal what progress has been made in achieving these goals and objectives and what future actions need to be taken.

If evaluation tools and procedures are aligned with instructional practices and program goals and objectives, evaluation can play an integral part in the delivery of good workplace education programs.
Key Components of an Effective Evaluation Plan

It is important to keep in mind a number of elements when working with project teams to create an effective evaluation plan for workplace education programs. On the following pages are sample methods of formulating an evaluation plan for a workplace education program.

1. The first method is illustrated by a sample evaluation plan created by a project team at a work site. Listed in this sample are activities decided upon by the team to evaluate the program success.

2. The second method suggested is a working chart used to gather information from all partners in the workplace on particular areas to be evaluated, i.e., transference of skills to the job, appropriateness of training materials or effectiveness of instruction. You can use this chart to design your evaluation plan by deciding the who, what, why and how in carrying out your evaluation.

<table>
<thead>
<tr>
<th>Key Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Input into the evaluation plan from all stakeholders in the workplace</td>
</tr>
<tr>
<td>• Determination of criteria for good work performance</td>
</tr>
<tr>
<td>• Initial assessment of the employee</td>
</tr>
<tr>
<td>• Ongoing assessments of employee progress and instructional effectiveness</td>
</tr>
<tr>
<td>• Final evaluations</td>
</tr>
</tbody>
</table>

Both of these methods ensure input into the evaluation plan from all stakeholders in the workplace and are also useful tools to determine what success should look like at individual work sites.
1. Sample Evaluation Plan

This evaluation strategy was developed by a work site project team at the beginning of its workplace education program. Activities agreed upon include:

- Hold monthly project team meetings
- Get ongoing reports from instructors
- Evaluate how well program goals are being met
- Look at enrollment numbers
- Evaluate the facility and program materials
- Complete a mid-term report
- Get feedback from participants:
  - Invite a program representative to sit on the Project Team
  - Ask instructor to record evaluation feedback during in-class discussions
  - Use a final evaluation form
- Ask project team members, management and union representatives to complete final evaluation forms
- Measure changes in the workplace (anecdotal). Look at changes in attitude, participation and communication
- Share results with others outside the workplace
## EVALUATION DESIGN

<table>
<thead>
<tr>
<th>WHO</th>
<th>WHAT INFORMATION</th>
<th>WHY</th>
<th>CORE QUESTIONS</th>
<th>HOW</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
## 2. EVALUATION DESIGN

<table>
<thead>
<tr>
<th>WHO</th>
<th>WHAT INFORMATION</th>
<th>WHY</th>
<th>CORE QUESTIONS</th>
<th>HOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employees</td>
<td>Did you learn anything? Would you participate in another Workplace Education Program? Was it worth the effort you put into it?</td>
<td>To improve the quality of the program. To develop a long-range training plan.</td>
<td>What are the long range benefits to yourself from the Workplace Education Program? How are you using your new skills at work?</td>
<td>Personal Interviews Telephone Interviews Focus Group Student Portfolios</td>
</tr>
<tr>
<td>Instructors</td>
<td>Did you meet the needs of the employees? Were the employees in tune with the course material? How effectively were workplace materials used?</td>
<td>To adjust the style of instruction if necessary. To ensure learning transfer</td>
<td>Do you think we could improve on how the program was presented? How would you rate the use of workplace material? In what ways did you tailor this program to the needs of the employees and the workplace?</td>
<td>Personal Interviews</td>
</tr>
<tr>
<td>Supervisors</td>
<td>How are the employees from your Department benefitting? What do you think of this program? Is this program beneficial to the company, to the employee? Have you noticed an increase in the skill level of your employees?</td>
<td>To design a long-range training plan. To fine tune aspects of the program. To act as a resource for employee performance.</td>
<td>Do you think that this program can be integrated into the overall training of the workplace? In what ways have employees used their new skills in the jobs they do?</td>
<td>Personal Interviews</td>
</tr>
<tr>
<td>Management</td>
<td>What is the overall cost of training? Was there a benefit to the training? How did the company benefit? How did the employee benefit?</td>
<td>To produce an efficient and cost-effective training program. To meet the needs of all employees and the organization.</td>
<td>If accepted, how could you as a Manager pass along the program idea to your Supervisor?</td>
<td>Personal Interviews</td>
</tr>
<tr>
<td>Union Representative</td>
<td>Do you feel you got a return on your investment? Was the Workplace Education Program beneficial to your members?</td>
<td>To determine return on investment and interest in sponsoring another program.</td>
<td>How would your Union participate in the program if it were offered again? What would be your expectations if this were a permanent program?</td>
<td>Personal Interviews Telephone Interviews</td>
</tr>
<tr>
<td>Project Team</td>
<td>Do you feel the program has met its objectives? Would you be part of another such workplace education program? Has there been a benefit to all partners in the workplace?</td>
<td>To retain the expertise gained through the pilot project. To share the knowledge gained through the different steps of implementing a workplace education program.</td>
<td>How do you feel you have enhanced the learning process? Do you have any suggestions or criticism to share on how the program has unfolded to date? Is there anything that should be altered or added?</td>
<td>Project Team Meeting</td>
</tr>
<tr>
<td>Employee Non-Participants</td>
<td>Were you aware of the Workplace Education Program? Was it publicized enough? Would you be interested in participating if there was another program like this one? Were there any direct affects on your work requirements as a result of the program?</td>
<td>To gauge future interest. To determine how effective the publicity campaign was. To measure transfer of literacy skills to the workplace.</td>
<td>What would interest you in this type of program? How would this type of program be beneficial to you? Is there a noticeable change in the skills of your co-workers who participated in the program? In what ways?</td>
<td>Personal Interviews Telephone Interviews Focus Groups</td>
</tr>
</tbody>
</table>
Assessment

Assessment is an analysis of performance. It includes all the strategies and techniques that are used to collect information about learners' progress in the attainment of certain knowledge, skills and behaviours. It can include many tools and strategies such as pen and paper tests, oral questioning, interviews, observations, portfolios, job simulations, written reports and projects. Assessment is usually conducted at the beginning of a workplace education program for placement purposes, during a program to provide the learners and the teacher with information to guide learning and instruction, and at the completion of a program to judge if the learners have successfully completed the learning objectives of the program.

A Criteria for Good Assessment

A criteria for good assessment:

- involves learners
- recognizes that learning is complex
- encourages thinking
- does not look at single scores
- is related to program goals and objectives

Involves Employees

Because workplace education programs are employee-centred, a good assessment actively involves employees in choosing tools and strategies to assess their own strengths and to determine skill areas to be developed. A good assessment will also allow employees to guide their own progress toward identified goals.

Recognizes that learning is complex

A good assessment recognizes that learning is complex. No one type of assessment is perfect. The use of more than one type of assessment allows for a more holistic view of employees and takes into consideration the variety of learning styles that they prefer.

Encourages thinking

A good assessment allows for the demonstration of higher level thinking skills and is transferable to other applications. It encourages learners to think, not just to give back facts or check alternatives. A good assessment--initial, ongoing and final--draws from workplace tasks and documents to ensure a relevant context in which to assess skills.
Does not look at single scores

A good assessment does not look at a single score, but includes other forms of describing achievement, including performance profiles. It provides feedback that improves performance. It portrays an accurate picture of strengths and weaknesses and how learners are progressing toward their goal or a set of exit level standards.

Is related to program goals and objectives

A good assessment is related to the program goals and objectives. There must be a relationship between the curriculum and the assessment. The assessment information collected clearly shows what employees have already accomplished and what still needs to be done to meet the goals established.

Initial Needs Assessment (INA)

The first meeting with the employee in a workplace education program should be viewed as the first opportunity to begin the ongoing process of information gathering, collaboration, goal setting, assessment and redirection that constitutes good adult education practice.

With this in mind, the initial assessment process needs to be well thought out and include carefully selected tools, workplace materials and procedures. This will ensure that appropriate information for goal setting and instructional planning can be obtained. It will also ensure that employees can be actively involved in planning their own learning.

Keep the following criteria in mind when planning for initial assessment:

- Make the process comfortable and non-threatening.
- Keep all information confidential.
- Use a process that takes into account the whole person, not just the academic skill.
- Use workplace materials and issues which are related to program goals and objectives as assessment tools.
- Involve learners in the process as fully as possible.
Key Components of an Initial Needs Assessment Process

The following tools and procedures are part of the initial needs assessment process:

1. **Interview**
2. **Interest and Attitude Inventory**
3. **Informal Assessment of Skills and Knowledge**

### 1. Interview

The interview is a popular assessment tool in workplace education programs because it allows the instructor to gather data on a number of areas that are essential to the placement and progress of employees in a program. Interviews are less intimidating to learners than filling in a form and will allow instructors to obtain more information or further explanation than a form may. A thorough workplace initial assessment interview provides information on employees' jobs, future skills required, educational background, interests and needs, attitudes and fears, learning style and personal goals and objectives.

Before beginning the interview, explain to employees that all of the information they will give is confidential. Notes taken during the interview can be the starting piece of their portfolios. Let employees know that they will have access to these portfolios at any time to keep track of their goals and progress. Throughout the interview, read what you are recording to the employee and ask them if there is anything else they would like to have noted. It is always a good idea to make the interview area as comfortable and relaxing as possible. Sit beside the learner and offer refreshments during the interview.

The following example initial interview form is a guide for instructors in conducting this part of employee assessments. It can be adapted as instructors see fit.
WORKPLACE EDUCATION

Initial Assessment Interview Form

Name ______________________________
Position ______________________________
Department ______________________________
Service (years) ______________________________

BACKGROUND INFORMATION

1. What job do you do now? (Can you describe it briefly) ______
   ______________________________
   ______________________________

2. What shift do you work? (What are the hours?) ___________
   ______________________________

EMPLOYEE’S GOALS

3. What do you hope to accomplish for yourself by participating in this workplace education program? ______
   ______________________________
   ______________________________
   ______________________________

   Personal goals:
   ______________________________
   ______________________________

   Work-related goals:
   ______________________________

4. Are you pursuing any promotional opportunities at work? What skills might be required for these? ______
   ______________________________

CONCEPTS OF READING/ REQUIREMENTS

5. How would you describe your reading skills? What kinds of things do you like to read?
   ______________________________
   ______________________________
6. What reading do you do on the job? ______________________
___________________________________________________

7. Is there anything you would like to read better to perform better at work?
___________________________________________________

8. When you are reading, and something doesn't make sense to you, what do you do? ______________________
___________________________________________________
___________________________________________________

CONCEPTS OF WRITING/ REQUIREMENTS

9. How would you describe your writing skills? What kinds of things do you like to write?
___________________________________________________

10. For what purposes do you need to write on the job? _________
___________________________________________________
___________________________________________________

11. What types of things would you like to write better? _________
___________________________________________________

12. What things do you do to help you with your writing tasks? ____
___________________________________________________

CONCEPTS OF MATH/ REQUIREMENTS

13. How would you describe your math skills? __________________
___________________________________________________

14. How do you use math at home or at work? __________________
___________________________________________________

15. Are there any math skills you would like to improve? _________
___________________________________________________

OTHER SKILLS

16. Does your job require you to communicate with co-workers?
In small groups (safety meetings, interviews)? _____________
In larger groups (union meetings)? ___________________
17. What would you like to improve in this area? ____________________________
   ___________________________________________________________________

LEARNING STYLE

18. What was your best learning experience and please describe it?
   ___________________________________________________________________

19. How do you feel you learn best (reading, listening, watching, doing)?
   ___________________________________________________________________

EDUCATIONAL BACKGROUND

20. How long has it been since you finished your formal education?
   What level did you reach? _____________________________________________
      ___________________________________________________________________

21. What training/educational courses have you taken as an adult? __________
      ___________________________________________________________________

2. Assessment of Interests and Attitudes

As part of the initial interview process, it is also useful to talk to employees about their interests, activities and hobbies outside of and at work and to rate their attitudes towards reading, writing, learning and other areas. The questionnaire and rating exercise on the following pages can be used to engage employees in a discussion about their attitudes and interests.
WORKPLACE EDUCATION
Interest and Attitudes Questionnaire

1. I like to read about ____________________________________
   ___________________________________________________
2. I like to write when __________________________________
   ___________________________________________________
3. In my spare time I ____________________________________
   ___________________________________________________
4. My idea of a good time is _____________________________
   ___________________________________________________
5. I am at my best when _________________________________
   ___________________________________________________
6. I am very interested in learning about ___________________
   ___________________________________________________
7. The most interesting thing about my job is ________________
   ___________________________________________________
8. I feel proud when _________________________________
   ___________________________________________________
9. I came to this course because _______________________
   ___________________________________________________
10. This course will be useful to me because ____________
    ________________________________________________
### WORKPLACE EDUCATION
#### Attitude Ratings

Rate the following statements as to how truthful they are to you.

(1= not at all 5= very much)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My job is interesting.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. My work is valuable.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. I enjoy working with my co-workers.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. I enjoyed school.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. I like to learn new things.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6. I enjoy writing.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>7. I write something everyday.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>8. I enjoy reading.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>9. I read only to know something.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>10. I read everyday.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>11. I can always learn new things.</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
Determining Reading, Writing and Math levels

There are four levels in reading, writing and math outlined here to help you assess the reading, writing and numeracy skills of employees in a workplace education program. Descriptions, learning outcomes and suggested workplace assessment materials for each level within these skill areas are presented in chart form on the following pages. You will notice that the same type of materials are reported in several levels. The layout and readability of the material you choose will determine its level. Note that many workplace communications and materials are written at a grade 12 level or higher, and you may therefore need to rewrite texts at the appropriate level. Materials listed in the assessment section of the charts can also be used as instructional materials.

Use the charts as a guide for assessment and placement purposes rather than as a checklist. To assess employees, choose materials which are relevant and interesting from these suggestions. Level descriptions serve as a tool to give you an idea of where employees can begin their programs. On the following page is a comparison of how the levels in these charts compare to other adult education programs in Nova Scotia.

List of Charts

->LEVEL COMPARISON CHART
->READING: LEVELS 1A, 1B, 2
->READING: LEVELS 3,4
->WRITING: LEVELS 1A, 1B, 2
->WRITING: LEVELS 3,4
->MATH: LEVELS 1,2
->MATH: LEVELS 3,4
<table>
<thead>
<tr>
<th>Program</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nova Scotia Workplace Education Initiative</td>
<td>Level 1 (1-6)</td>
<td>Level 2 (7-8)</td>
<td>Level 3 (9-10)</td>
<td>Level 4 (10-12)</td>
</tr>
<tr>
<td>Nova Scotia Academic Upgrading Curriculum</td>
<td>Level 1 (1-6)</td>
<td>Level 2 (7-8)</td>
<td>Level 3 (9-10)</td>
<td>Level 4 (10-12)</td>
</tr>
<tr>
<td>Community Learning Initiative (CLI)</td>
<td>Level 1 (1-6)</td>
<td>Level 2 (7-8)</td>
<td>Level 3 (9-10)</td>
<td>Level 4 (10-12)</td>
</tr>
<tr>
<td>Nova Scotia Tutor Training and Certification Program</td>
<td>Level 1A (1-3)</td>
<td>Level 1B (4-6)</td>
<td>Level 2 (7-8)</td>
<td></td>
</tr>
<tr>
<td>Literacy Resource Centre</td>
<td>Level A (1-3) Pink</td>
<td>Level B (4-6) Blue</td>
<td>Level C (7-9) Yellow</td>
<td>Level D (10-12) Green</td>
</tr>
<tr>
<td>International Adult Literacy Survey (IALS)*</td>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 3</td>
<td>Level 4/5</td>
</tr>
</tbody>
</table>

Please note that the International Adult Literacy Survey Levels do not correspond to grade levels. Please refer to the International Adult Literacy Survey Report for a description of levels 1 - 5.
# READING - Levels 1A, 1B, 2

Textual reading and document use

<table>
<thead>
<tr>
<th>Description</th>
<th>Instructional Outcomes</th>
<th>Assessment &amp; Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEVEL 1A</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not independent readers</td>
<td>The need to understand what is read</td>
<td>Workplace labels</td>
</tr>
<tr>
<td>Some may have no reading ability at all</td>
<td>A degree of independent reading</td>
<td>Signs around the workplace</td>
</tr>
<tr>
<td>Overly careful readers</td>
<td>Improving vocabulary</td>
<td>Safety symbols</td>
</tr>
<tr>
<td>Do not read for meaning</td>
<td></td>
<td>Language experience stories</td>
</tr>
<tr>
<td>Rely on grapho-phonemic clues</td>
<td></td>
<td>Simple workplace forms; invoices</td>
</tr>
<tr>
<td>Can retell a few points from a text</td>
<td></td>
<td>Company directories; basic instructions</td>
</tr>
<tr>
<td>Can read simple instructions</td>
<td></td>
<td>Simple workplace vocabulary lists</td>
</tr>
</tbody>
</table>

| **LEVEL 1B** | | |
| Can do some independent reading | Reading for greater meaning and understanding | Directions or labels |
| Hesitant and uncomfortable with reading process | Awareness in readers that reading does not have to be perfect | Simply written company memos |
| Try to figure every word out | More fluent reading strategies and retelling skills | Simple workplace forms |
| Distinguish fact from opinion | Summarizing skills | Language experience stories |
| Beginning to develop more fluent strategies such as rereading and reading ahead | Improving vocabulary | Job descriptions |

| **LEVEL 2** | | |
| Can read longer texts but unsure whether they have understood | Reading for meaning through varied speeds | Longer and more complex workplace forms; benefit/pension information |
| Read too quickly, missing information | Encouragement of careful consideration of ideas, organization of text and meaning of parts of words | Workplace maps |
| Use more fluent strategies -- substitution, read ahead, predict, use visual clues for meaningful predictions, reread | Retell to express opinions | Charts and graphs |
| | | Blueprints, manuals |
| | | Directions, timetables/schedules |
| | | Workplace reports |
| | | Union material |
| | | Workplace pamphlets |
| | | Workplace memos |
**READING - Levels 3, 4**

Textual reading and document use

<table>
<thead>
<tr>
<th>Description</th>
<th>Instructional Outcomes</th>
<th>Assessment &amp; Materials</th>
</tr>
</thead>
</table>
| **LEVEL 3** | • Read long texts, but still may not be able to understand all of them  
• May have difficulty following sequence of ideas in longer pieces  
• Recognize need to focus on details of words and ideas in text to fully understand  
• Understand main idea  
• Recall details/assimilate information for understanding  
• Can form opinion on piece | • Reading of more technical and longer material with assistance  
• Ability to focus on details of words and ideas in text in order to fully understand what each piece means  
• Ability to compare ideas and information with other texts | • Longer and more complex workplace forms, reports and memos  
• Charts and graphs (more detailed)  
• Blue prints  
• Manuals  
• Union material (collective agreement), benefit pension information  
• Employee handbook  
• Workplace instructions  
• Reference material (indexes) |
| **LEVEL 4** | • Able to understand long workplace texts  
• Understand main ideas  
• Appreciation of literacy forms  
• Able to make inferences  
• Able to draw conclusions  
• Identify cause and effect  
• Recognize - bias | • Reading critically  
• Respond to reading in a variety of ways: reflections, discussion, writing, oral presentations | • Workplace journals  
• Newsletter articles  
• Newsletter bias  
• Complex workplace charts and graphs  
• Workplace manuals  
• Oral presentations |
## WRITING - Levels 1A, 1B, 2

<table>
<thead>
<tr>
<th>Description</th>
<th>Instructional Outcomes</th>
<th>Assessment &amp; Materials</th>
</tr>
</thead>
</table>
| **LEVEL 1A** |  ● Can usually write name and address  
   ● Can spell personal information  
   ● Can write words from memory  
   ● Can write simple workplace vocabulary, i.e., signs, lists  
   ● Very reluctant to write  
   ● Very little use of the mechanics of writing  
   ● May be able to write short sentences  |  ● Some independent writing skills  
   ● Interest and motivation to write  
   ● Risk-taking  
   ● Development of confidence in learner in their writing  
   ● Use of upper/lower case letters - both script and print  |  ● Workplace vocabulary lists  
   ● Very basic workplace forms/applications  
   ● Basic written conversations  
   ● Sentence starters  
   ● Time-sheets  
   ● Basic workplace instructions  |
| **LEVEL 1B** |  ● Can write at least a paragraph  
   ● Trying to write up to a half page  
   ● Beginning to develop a bit of confidence in their writing  
   ● Writes familiar workplace vocabulary terms, i.e., earnings, department names, signs, accounting, packaging, operator, charting  
   ● Can complete very basic workplace forms  
   ● Can write notes to co-workers, log entries and telephone messages  |  ● Organization of ideas  
   ● Independent writing skills  
   ● Confidence through improved mechanics (spelling, punctuation, script writing)  
   ● Development of greater interest and motivation to write  
   ● Development of some risk taking  |  ● Simple charts  
   ● Simple forms (inventory)  
   ● Short workplace reports  
   ● Written conversations  
   ● Captions for familiar workplace pictures  
   ● Notices  
   ● Short notes to co-workers/messages  
   ● Time-sheets  
   ● Job descriptions  |
| **LEVEL 2** |  ● Can write at least one full page  
   ● Working to organize idea clearly into paragraphs  
   ● Can complete workplace forms (invoices, inventory sheets, application for pension, etc.)  
   ● Can spell fairly extensive list of workplace vocabulary  
   ● More ease with using the mechanics of writing  
   ● Take some risks  |  ● Independent writing for a variety of purposes  
   ● Development of independent strategies for improving spelling and punctuation  
   ● Interest and motivation to write  
   ● Confidence to expand ideas into organized paragraphs  
   ● Improved ease and speed with which ideas are composed  
   ● Improved mechanics of writing  |  ● Simple charts and graphs  
   ● Simple reports/memos to state facts  
   ● Newsletter articles  
   ● Work schedules  
   ● Written conversations  |
## WRITING - Levels 3, 4

<table>
<thead>
<tr>
<th>Description</th>
<th>Instructional Outcomes</th>
<th>Assessment &amp; Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEVEL 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Can write a few pages or more</td>
<td>• Development of editing skills for punctuation, grammar and spelling</td>
<td>• Notes to co-workers to summarize and mark down details</td>
</tr>
<tr>
<td>• Are developing skills to organize these pages into sections and paragraphs</td>
<td>• Risk-taking (use of first drafts and revisions)</td>
<td>• Articles to union newsletter</td>
</tr>
<tr>
<td>• Use a variety of writing forms independently</td>
<td>• Clear writing, on topic, with supporting details</td>
<td>• More complex workplace application forms</td>
</tr>
<tr>
<td>• Focus more on composition and quality of work rather than mechanics of writing</td>
<td>• Confidence to expand ideas and ways to express ideas</td>
<td>• Minutes of a meeting</td>
</tr>
<tr>
<td>• Have knowledge and properly use the mechanics of writing</td>
<td>• Writing several page reports</td>
<td>• Brainstorms on workplace issues (organize information)</td>
</tr>
<tr>
<td>• Have confidence in their writing</td>
<td></td>
<td>• Workplace diagram (piece of equipment)</td>
</tr>
<tr>
<td><strong>LEVEL 4</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Write taking into account purpose, audience, format and point of view</td>
<td>• Developing thesis sentence</td>
<td>• Schedules/time tables</td>
</tr>
<tr>
<td>• More indepth research skills</td>
<td>• Collecting research data</td>
<td>• Longer workplace reports</td>
</tr>
<tr>
<td>• Respond to a wide variety of print material</td>
<td>• Citing references</td>
<td>• Memos</td>
</tr>
<tr>
<td>• Self-edit</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Workplace charts and graphs which allow for comparison and analysis of information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Minutes of meetings</td>
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<tr>
<td></td>
<td></td>
<td>• Opinion articles to newsletter</td>
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<tr>
<td></td>
<td></td>
<td>• Material Safety Data Sheet</td>
</tr>
<tr>
<td>Description</td>
<td>Instructional Outcomes</td>
<td>Assessment &amp; Materials</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td><strong>LEVEL 1</strong></td>
<td>Can do simple operations (addition, subtraction)</td>
<td>Ability to add two digits</td>
</tr>
<tr>
<td></td>
<td>Know numbers and can write those up to 100</td>
<td>Familiar with basic operations and vocabulary associated with these.</td>
</tr>
<tr>
<td></td>
<td>Know basic multiplication and division</td>
<td>Ability to count, read, and write numbers past 100</td>
</tr>
<tr>
<td></td>
<td>Know mathematical symbols for operations at this level</td>
<td>Simple subtraction and addition problems and understanding of concept of subtraction</td>
</tr>
<tr>
<td></td>
<td>read 24 hour clock</td>
<td>Use of money</td>
</tr>
<tr>
<td></td>
<td>Knowledge of basic metric units</td>
<td>Multiplication and division</td>
</tr>
<tr>
<td><strong>LEVEL 2</strong></td>
<td>Can count, read, and write numbers up to 1000</td>
<td>Pay cheques</td>
</tr>
<tr>
<td></td>
<td>Can solve word problems using the 4 basic operations and understand concepts</td>
<td>Very basic word problems involving addition and subtraction, multiplication and division related to the learners job</td>
</tr>
<tr>
<td></td>
<td>Can use money to calculate correct change</td>
<td>Money</td>
</tr>
<tr>
<td></td>
<td>Know multiplication table</td>
<td>Simple inventory sheets</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Calendars</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Time cards</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Invoices</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Simulated job tasks requiring measurement, ie., preparing dosages</td>
</tr>
<tr>
<td></td>
<td>Use of Multiplication tables up to 10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Addition and subtracting of several digit numbers</td>
<td>Invoices</td>
</tr>
<tr>
<td></td>
<td>Can solve basic mathematical operations without the use of pencil and paper</td>
<td>Workplace word problems</td>
</tr>
<tr>
<td></td>
<td>Multiplication and division of several digit numbers</td>
<td>Pay cheques</td>
</tr>
<tr>
<td></td>
<td>Fractions, decimals, percentages</td>
<td>Receipts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Workplace measurements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Income tax forms/T4 forms</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exchange forms</td>
</tr>
<tr>
<td>Description</td>
<td>Instructional Outcomes</td>
<td>Assessment &amp; Materials</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td><strong>LEVEL 3</strong></td>
<td>Can multiply and divide by two or more numbers</td>
<td>Geometry</td>
</tr>
<tr>
<td></td>
<td>Can use money to calculate change with ease</td>
<td>Calculate area, volume</td>
</tr>
<tr>
<td></td>
<td>Understand percentages, decimals and fractions</td>
<td>Use of the metric system</td>
</tr>
<tr>
<td></td>
<td>Understand metric system</td>
<td>Estimates (amount of material needed for job), metric measurements (recipes for cooks)</td>
</tr>
<tr>
<td></td>
<td><strong>Geometry</strong></td>
<td>Workplace word problems using fractions and decimals and multiplication and subtraction</td>
</tr>
<tr>
<td></td>
<td><strong>Calculate area, volume</strong></td>
<td>Understanding of geometry and algebra</td>
</tr>
<tr>
<td></td>
<td><strong>Use of the metric system</strong></td>
<td><strong>LEVEL 4</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Estimates (amount of material needed for job), metric measurements (recipes for cooks)</strong></td>
<td><strong>Use of ratios and proportions</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Workplace word problems using fractions and decimals and multiplication and subtraction</strong></td>
<td><strong>Proficient use of metric system</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Understanding of geometry and algebra</strong></td>
<td><strong>Understanding of trigonometry</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Company insurance policy</strong></td>
<td><strong>Workplace graphs and charts</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Workplace metric measurements</strong></td>
<td><strong>Measurements</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Workplace graphs and charts</strong></td>
<td><strong>Tax forms for work</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Workplace word problems</strong></td>
<td><strong>Workplace word problems</strong></td>
</tr>
</tbody>
</table>
3. Assessment of Skills and Knowledge

Initial Writing Assessment

An initial writing assessment helps instructors and employees identify employees' strengths and weaknesses. It is to determine the writing strategies learners use and when they use them. With this information, instructors can plan appropriate instruction and match employees and materials.

Initial writing assessments should be very informal and participatory. An authentic writing assessment should include writing tasks from the workplace, at different levels. Writing tasks associated with the assessment can be open-ended, limited to specific components of the writing process such as planning, outlining and revising, or short answers to check for a basic understanding of key points. The format would depend on the writing skills employees need to perform their jobs and the workplace materials used to carry out the assessment.

Some useful activities for initial assessment of workplace writing skills which are designed to be customized around workplace materials are shown on the following pages. Examples include written conversations, opinion writing exercises, factual writing exercises, workplace sentence starters, cloze exercises, form fill-in exercises, and workplace vocabulary exercises. At the time of the assessment, provide activities and materials at all levels and ask employees to choose the assessment activities and materials they prefer. Each of these activities can be used to assess all writing levels, depending on the type and difficulty of the workplace material used. Refer to Appendix 2 to learn how to apply a readability index to workplace materials.

FORM FILL-IN

To begin your initial writing assessment, a good activity may be to have the employees fill in a form. Tell the employees that there is some general information you need to know about them and ask them if they could complete a form for you. Similar to the sample below, use a very basic form with questions requiring them to provide personal information and information about their jobs. The ease or difficulty with which they complete the form, their knowledge of workplace vocabulary required to complete the task and their ability to elaborate on certain questions will be indications of their writing strengths and their level. Employees at lower writing levels may feel more comfortable with this guided writing activity.
The written conversation is another guided writing activity where you and the employee record a conversation between yourselves on paper. To begin, generate a topic of interest to the employee. Write a question around this topic, using print if necessary. Have the employee reply in writing to your question. Carry on the conversation, asking and answering questions. You will notice some strategies used by employees throughout the exercise. When compared with the level descriptions included in the charts, these strategies will indicate an approximate level of writing. This activity is very useful in encouraging writing samples from employees at a low level of writing.

In the sample that follows, the employee and the instructor decided to discuss an accident the employee had recently had at work.
"A Workplace Accident"

Instructor's Question | Employee's Response
--- | ---
When did you have the accident? | to yers
What happened two years ago? | I was work ovrtim. it was fire hor I had to tern a valf of berner in the Mashen Shop
Did you touch the valve? | the handl was hoter then I thawt
How hot was it? | veryr hot. I had two degri berns because I grabed it with my hol hand.
What did you do? | I wnt to hospitl
What did they do for you at the hospital? | They give me a bandige at the hospital.

From this sample the instructor can note that the employee:

- Will write more than one sentence and take risks with "big" words
- Knows something about the conventions of writing, i.e., right to left and to the end of the page
- Uses basic end punctuation and attempts to use upper case letters
- Misspells some basic workplace vocabulary, but does rely on instructor to model correct spelling
- Omits some words necessary for meaning
- Relies on the sound of words in attempts to spell them
- Does not express all thoughts clearly

By observing these writing strengths and weaknesses, you will be able to level this employee's writing skills and know where to begin your program. In a workplace education writing program, this employee would be approximately at a Level 2 in writing.
WORKPLACE SENTENCE STARTERS

Another guided writing assessment activity for employees with low or intermediate level writing skills is workplace sentence starters. Provide the employee with a number of partial sentences which involve ideas and vocabulary from the workplace. Ask employees to complete each sentence. The number of sentences they are able to complete, their choice of vocabulary and their knowledge of sentence structure will give an indication of their writing level. Some examples to choose from are given below.

Sample Sentence Starters:

1. The best (or worst) job I ever had was...............................................
2. It doesn't make sense that.................................................................
3. My union..........................................................................................
4. My job is..........................................................................................
5. I like my job because........................................................................
6. This workplace is............................................................................
7. My job has changed because...........................................................
8. Women in the workplace..................................................................

TIMED AND FREE WRITING ACTIVITY

This assessment activity is for employees who you may feel are at an intermediate level or higher. It will provide you with samples of their writing and indicate their ability to generate ideas and organize their thoughts. There are several approaches you can take.

1. Tell the employees they have five minutes to write on a topic of their choice. Tell them you will time this activity. Encourage them to write about the workplace, their workday, etc. Tell them to not be concerned with spelling, grammar, etc. Have them focus on getting their thoughts down.
2. You can also provide work-related ideas and scenarios to which they respond in writing. Examples of ideas and scenarios are:

   a. Your supervisor is off and you are filling in. What will you do?
   b. You can't come in to work tomorrow. Leave instructions for the person who will be filling in for you.
   c. What makes a good union person?
   d. What would you need to include in an accident report? Write a brief accident report.
   e. Write a description of your job.
   f. Write a memo to inform all staff of the upcoming staff barbeque, Christmas party, etc.

Give employees a number of choices for this writing assessment activity. Stress the importance of getting their ideas down on paper. Compare their writing samples with descriptions in the level charts to assess their strengths and weaknesses.

WORKPLACE PHOTOS/PICTURES

- Show employees photos of their workplace or a similar workplace. Ask them to describe the photo/picture in writing. Vary the difficulty of the assessment task, i.e., instruct them to write three sentences or write two paragraphs. This would depend on what ability you sense the employees to have.
- Have employees build a list of workplace vocabulary terms from the pictures.
- Show employees two photos of the workplace. Have them compare and contrast the photos in writing.
- Show employees diagrams of the company floor plan. Have them fill in department names.
- Show employees a picture of a machine, tool or piece of equipment. Have them label the picture. For lower level students you may want to provide a list of words to guide the activity.

There are sample workplace photos/pictures on the following pages to give you some ideas. Again, it is important that the employees choose the activity they feel most comfortable doing.
Initial Reading Assessment

An initial reading assessment helps you and the employees identify their strengths and weaknesses. It also gives you an idea of the different strategies that they use and when they use them. This information can then be used to plan appropriate instruction and to match employees and materials.

The more informal and participatory the assessment, the more reduced the employees' feelings of anxiety will be. Informal reading assessments which involve a number of activities do not require a lot of time and give you an idea of where to start. The materials gathered during your workplace tour could be used in your initial assessments. Use materials in which the content fits the program objectives, those which are up-to-date, clear and legible, and those which allow for assessment of different skill levels. Also consider both document and text materials and allow employees to select the reading material with which they would prefer to work. Some activities for a reading assessment are miscue analysis and reading retells, language experience stories, workplace cloze exercises, employee self-evaluations and sequencing activities. These deal mostly with textual reading and are demonstrated on the following pages. In workplaces, another type of reading which is very common is document use. An example of how to use a document as an assessment tool is also demonstrated.

MISCUE ANALYSIS

Present employees with a variety of document and text reading materials from their workplace. These could include WHMIS material, selections from the company or union newsletter, manuals, memos, charts and graphs, forms, collective agreements or job descriptions, to name a few. Ensure that the materials are at different levels of reading. Ask employees to browse over the material and tell them that they will select two of them to read aloud to you. You could have them select one which would be easy for them to read and one with which they feel they would have difficulty. Give the employees the opportunity to read through the material silently before they read aloud to you. Explain the procedure for a miscue analysis to the employees.

Begin the reading aloud exercise with the easiest selected piece. If the employees have difficulty, encourage them to do what they would normally do when they have problems reading something. During the reading, instructors can record miscues for an analysis later to determine employees' reading strategies. Readings can be taped if agreed upon between the employee and instructor.

Procedure

A miscue is any change from the actual words of the text which employees are reading. As employees are reading you will mark the miscues as follows:
Examine the following sample miscue analysis to see how reading strategies are identified and approximate level of reading determined.

**SAMPLE MISCUE ANALYSIS**

MEMO: SAFE WORK PRACTICES
FROM: FOREMAN
TO: ALL DRIVERS

It has been reported that some truck drivers are riding on the outside of company loaders while their trucks are being loaded. This is strictly against our company safety policy. Under no circumstances is anyone to ride on the outside of loaders or any other piece of equipment. Drivers are to remain inside their cabs while being loaded.

Also, it has been brought to the attention of the Quarry Superintendent that drivers are standing on or near the edge of stockpiles waiting to get the attention of the loader operator to get loaded. This is a very hazardous practice as the edge of the pile could give way and cause a slide, burying the person.

_Supervisor_
There are three types of strategies which all readers use depending on what their reading needs are:

- **Sound-sight** (phonetic-graphic): reader relies on how a word looks and the sound of each letter to identify words
- **Syntactic** (Grammatical): readers rely on knowledge of grammatical structures to identify words and get meaning
- **Semantic** (contextual): readers rely on their knowledge of the subject material to make sense of words and get meaning from reading

Fluent readers use all three strategies and will automatically use a strategy to suit the particular need. A less fluent reader, however, will rely too heavily on one strategy, and a beginning reader will usually rely only on the sound-sight strategy, whereby they make guesses at a word based on what it looks like or by sounding it out letter by letter.

Miscues will indicate which strategies readers are using. If readers are making a lot of substitutions which are mainly based on what the actual word looks or sounds like, they are relying heavily on the first strategy and are probably low-level readers. Readers who make effective substitutions use the whole text and their knowledge of the subject to get meaning. These readers and those who self-correct are using syntatic and semantic clues. They are probably more advanced readers who use effective strategies to get meaning from print.

In the sample miscue analysis, the reader makes some omissions, but most of these omissions do not alter the meaning of the text. The substituted words fit the context, and a few times the reader has read ahead and gone back to make suitable corrections. These types of miscues indicate that the reader is trying to read for meaning and demonstrates the ability to use the strategies to do so. This reader is a fairly good reader with well-developed strategies.

**READING RETELL EXERCISE**

Select a workplace text or provide a variety of texts from which the employee can choose. Ask the employee to read the selection and retell the contents to you. You can guide this activity by asking questions that deal with the main idea, supporting details and outcomes, or by asking questions which require the employee to summarize briefly, look back for details, draw conclusions, make inferences and express opinions.

Note which strategies the employee uses:

- Is he/she relying totally or to some extent on pictures associated with the reading?
- Is he/she bringing his/her own knowledge or experiences to the retell?
• Is he/she able to retell the reading in an organized way, i.e. main idea with supporting details?
• Is he/she making inferences or expressing opinions?

Identifying strategies which the employee uses will assist you to determine an approximate level of reading.

See Appendix 3 for a number of texts written at varying levels of difficulty that you can use to carry out reading retell exercises.

LANGUAGE EXPERIENCE EXERCISE

Language experience is an activity where employees develop their own relevant reading material. For assessment purposes this activity provides relevant workplace reading material.

Begin by deciding on a topic from the workplace which the employee finds personally exciting or is eager to discuss. You could brainstorm topics with the employee. They may want to talk about their daily job routine, their co-workers, union issues, proceedings of a particular union, safety or team meetings, or a variety of other workplace-related topics.

Sit on the right hand side of the employee and invite him or her to dictate the information or the story he or she wants to tell. You can encourage this by asking questions to draw out more information. Print or write exactly what the employee says, using double spacing and upper and lowercase letters. Have the employee reread the piece to you. Try to give as little assistance as possible when this activity is used as a means of assessment. Note the strategies which the employee uses by observing him/her while reading. Is he/she sounding out letters or is he/she making sense of the text? Do any substituted words change the meaning of the text? Answers to these questions will help you assess an employee's reading strengths.

The sample language experience story on the following page was written by the instructor who organized the employee's information in a more readable fashion.
Sample Language Experience Story

How I got my Job at
Liteway Signs Inc.

It was 1986 and I needed a job. The
house painting company that I had worked
for went out of business. My friend Peter told
me that they were looking for a sign painter
at Liteway. He is a welder there and he said
that he would put in a good word for me.
I gave them my resume and got a call that
same day. The interview went well, I told them
that a good painter is a good painter, no matter
if you are talking about houses or signs. I told
them that I would come in and paint for free
for a day and if they liked me they could
hire me and if they didn’t there would be
no hard feelings. That was twelve years
ago and I still work at Liteway.
A cloze exercise is another activity to determine employees' reading strengths and strategies. Using a workplace text such as a job description, a language experience story, a memo, or a letter from the shop steward, delete words which are predictable, yet lead to open-ended responses. Keep the opening sentence intact. You may want to have several cloze exercises at different levels of reading available during the assessment. For a lower level cloze delete more predictable nouns. For a cloze at a more advanced level delete words more randomly deleted and choose a higher level of vocabulary.

Ask employees to read the text and try to put appropriate words in the blanks. Do not help employees at this point or encourage any kinds of strategy. You want to identify those strategies they normally use to complete the passage. After employees have completed the exercise, discuss what strategies they used and how they attempted to fill in the blanks. Talk about why they used these strategies and the effectiveness of them. This will encourage employees to do some self-evaluating and to understand their own strengths and weaknesses.

In more fluent readers, you will observe strategies such as reading ahead, re-reading, making correct substitutions and making predictions. Lower level readers may make substitutions which do not make sense in the text and may use ineffective strategies when attempting the exercise. While employees are completing the cloze exercise, evaluate their prediction of content and function words. Note their ability to make use of context clues. Determine whether employees understand the text even though they have difficulty reading individual words or groups of words. Ask yourself the following questions:

- Do they correctly infer meanings of words which may be difficult to recognize out of context?
- Do they make use of background knowledge to find meaning?
- Do they have problems or difficulty with the order of words in a sentence?
- Do they use syntactical clues to predict words?
- Do they sound out every word?
- What type of vocabulary is most difficult for them, i.e., technical words, words out of context, etc?

The answers to these questions and more will present a clear picture of the employees' reading strengths.

On the next page is a sample cloze which could be used in assessing advanced level reading skills.
Sample Cloze

The following text is from a union newsletter article regarding health and safety in the workplace.

**WORKPLACE ACCIDENTS ON THE INCREASE WORLDWIDE**

At the International Labour Organization’s (ILO) World Congress on Occupational Safety and Health it was found that work-related accidents and disease are on the increase in many countries, compounded by new chemical and environmental hazards in the workplace.

The total ________ of job-site __________ has reached an estimated 125 million each year worldwide and the number of fatal accidents has __________ 220,000 annually. The ILO has estimated that the rate of ________ accidents worldwide is ________ 6 per 100,000, but that masks the extent of the risk in such __________ as construction, where the fatality rate may be as much as 20 _____ higher than the average.

In Canada, 800 ______ were lost last year in industrial ____________, while there were another one million accident-related incidents involving _________. One of the more frightening aspects of the _____________ accidents is the toll on younger ____________. Last year there were 17,000 work-related injuries involving employees in the 19-25 age group.

**DOCUMENT READING**

A good workplace reading assessment uses different kinds of workplace materials. The assessment activities demonstrated to this point involve mainly workplace textual reading, i.e., memos, newsletter articles and stories. Many employees are required to read workplace documents such as application forms, schedules, maps and charts where the information is presented in a different format and different skills are required to get meaning.

**Sample Document Assessment**

Using the **Woodlands Safety Performance Graph**, assess the learner’s ability to understand the information presented in this document by carrying out the following activity.

1. Show the graph to the employees. Ask employees to explain how they would read the graph. What strategies would they use to get information? Ask them what they would do first, then secondly, etc.
2. Ask employees some information questions:

- Which year had the greatest percent of lost-time accidents?
- What time period is represented by this graph?
- Which month had the highest incident rate?
- For how long has there been no time lost to accidents?
Initial Math Assessment

Determine math levels of employees using the workplace context and workplace materials. Have a number of assessment activities available from which employees can choose. Make sure that these activities involve workplace materials or issues which focus on skills employees are required to have to perform tasks in their jobs. The level charts at the beginning of this section can be a guide for you to get an approximate skill level. The assessment activities which follow involve workplace *word problems, time sheets, pay cheques, expense reports and metric measurements.*

Also refer to Appendix 3 to see another example of a math assessment. This assessment is levelled by difficulty. Employees can look at the math pages and select one they feel most comfortable doing. Based on how well the activity is completed, you will be able to gain a sense of what math level the employees have.

### WORKPLACE WORD PROBLEMS

A number of sample word problems which increase in difficulty are presented here. For employees in your workplace education classroom, create a similar list of word problems which are customized to the work site. Invite employees to select three problems they would like to solve and give them the time they need to do so or ask employees to mark those problems they would find easy to solve and those they would find difficult to solve.

- The time you punched out last night on your time card was 17:45. Please write the equivalent time for a 12 hour clock.

- Your company installs new machinery to make 10,000 special bolts where only 7,500 bolts could be made before. What is the gain in output of the new process over the old process? *(Subtraction)*

  Express the solution as a percentage increase. *(Percentages)*

- The new machine at LABELS Inc. can put 25 labels on envelopes every minute. How many labels can the machine do in three hours? *(Multiplication)*

- The company is having its annual staff picnic for 35 employees. Each will have two cans of pop and three hotdogs. Pop is $6.99 for a case of 24 and hotdogs are $1.99 for a dozen. Buns are $.99 per dozen. What will be the total cost for the food and drinks? Please show your work. *(Multiplication, Division)*

- **FOR BATHROOM CLEANING:**
  INSTRUCTIONS FOR USE: Mix 1 part Javex solution to 3 parts water.
Using the directions on the label of this cleaner, how much water and how much Javex solution would you use if you had a 20 litre container in which to mix your product? (Ratios and Proportions)

- What is the difference in thickness between a 9/16" thick steel plate and a 7/8" thick steel plate? (Fractions)

- Sam could have worked 40 hours this week. He worked 7 1/2 hours on Monday, 5 1/4 hours on Tuesday and 8 1/2 on Wednesday. He did not work the rest of the week. How many hours was he short of 40 hours? (Fractions)

- A piece of steel weighs 1 kg. If 25 holes are drilled through the steel plate where the amount of material removed for each hole is 2.67g, what is the final weight of the steel plate? (Metric)

- A concrete truck holds 13 cubic yards of concrete. How many cubic metres is this? (Metric)

---

**EXPENSE REPORTS**

Employees’ expense reports are relevant materials from which to develop math assessment activities. As shown below, you can use the sample expense report to assess basic addition, subtraction, multiplication and division skills. You can also assess employees' knowledge of percentages, rates and metric lengths.

**Using the sample expense form:**

1. Ask employees to add total expenses.

2. Ask employees to total kilometres, multiply by 15 and divide by 115, as instructed on the form.

3. Ask employees to calculate the total HST on expenses and determine the before and after HST amounts.

4. Ask employees to convert total kilometres to miles.
5. Ask employees to calculate the rate paid per mile if you were paid $.29 per kilometre.

6. Have them define the following terms and abbreviations:

<table>
<thead>
<tr>
<th>HST</th>
<th>div.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Km</td>
<td>dept.</td>
</tr>
<tr>
<td>net</td>
<td>rtn to</td>
</tr>
</tbody>
</table>

**PAY CHEQUES / T4 FORMS**

There are a number of assessment activities you can create using the employees’ pay cheques and income tax information:

- Ask employees to talk about the type of information given on pay stubs and T4 forms
- Perform basic addition, subtraction, multiplication and division
  i.e.:
  - Find the difference between the gross and net pay
  - Calculate the sum of all deductions
  - Calculate hourly wage and daily rate
- Calculate percentage of gross wages paid in income tax
- Calculate total percentage paid in overall deductions
- Perform operations using decimals
  i.e.:
  - Calculate your hourly wage if your daily rate is $103.00 and you work a 7.5 hour day
- What would be your daily rate if you worked 3 hours overtime at double time and a half?
- What would be the total yearly payment in employment insurance contributions this employee makes?
METRIC MEASUREMENTS

A variety of industrial sectors provide relevant contexts in which to assess employees' ability to understand and work with metric measurements. The sample materials and activities shown below relate to the health care and manufacturing sectors.

Sample #1: Pharmaceutical Request Form

- Assess their knowledge of abbreviations and symbols, eg., cm, g, mg, cm(3).
- Ask employees to determine several daily dosage amounts by multiplying by the appropriate amount.
- Have employees give value for various decimal places.

Sample #2: Unit Number Chart

- Ask employees to explain the following metric abbreviations: 1, kg, ml, g.
- Assess their knowledge of metric quantities and ability to divide these quantities. Ask employees to determine the number of dispensed units for each item, given the bulk amount and the size of the dispensed units.
- Ask employees to name the greater or lesser amounts.

Sample #3: Measuring Metal Fasteners

- Ask employees to estimate the metric measurements of the thread(T), the length(L) and the diameter(D) to the nearest millimeter for each of the metal fasteners.
- Ask employees to estimate the measurement when converted to inches.
- Ask employees to verify with a ruler.
<table>
<thead>
<tr>
<th>Medication</th>
<th>Dosage</th>
<th>Rate</th>
<th>Total Daily Dosage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digoxin</td>
<td>0.125 mg</td>
<td>Every 6 h</td>
<td></td>
</tr>
<tr>
<td>Morhine sulfate</td>
<td>10 mg</td>
<td>Every 4 h</td>
<td></td>
</tr>
<tr>
<td>Valium</td>
<td>5 mg</td>
<td>Every 6 h</td>
<td></td>
</tr>
<tr>
<td>Meprobamate</td>
<td>500 mg</td>
<td>Every 4 h</td>
<td></td>
</tr>
<tr>
<td>Maalox</td>
<td>30 cm³</td>
<td>Every 4 h</td>
<td></td>
</tr>
<tr>
<td>Donnatol elixer</td>
<td>5 cm³</td>
<td>Every 6 h</td>
<td></td>
</tr>
<tr>
<td>Librium</td>
<td>10 mg</td>
<td>Every 4 h</td>
<td></td>
</tr>
<tr>
<td>Dilantin</td>
<td>0.1 g</td>
<td>Every 8 h</td>
<td></td>
</tr>
<tr>
<td>Aldomet</td>
<td>250 mg</td>
<td>Every 12 h</td>
<td></td>
</tr>
<tr>
<td>Gantanol</td>
<td>1 g</td>
<td>Every 8 h</td>
<td></td>
</tr>
<tr>
<td>Darvon plain</td>
<td>65 mg</td>
<td>Every 6 h</td>
<td></td>
</tr>
<tr>
<td>Choral hydrate</td>
<td>500 mg</td>
<td>Every 4 h</td>
<td></td>
</tr>
<tr>
<td>Ampicillin</td>
<td>500 mg</td>
<td>Every 24 h</td>
<td></td>
</tr>
<tr>
<td>Meperidine</td>
<td>75 mg</td>
<td>Every 6 h</td>
<td></td>
</tr>
<tr>
<td>Item</td>
<td>Bulk Amount</td>
<td>Size of dispensed unit</td>
<td>Number of units</td>
</tr>
<tr>
<td>--------------------</td>
<td>-------------</td>
<td>------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Alcohol</td>
<td>5 L</td>
<td>100 mL</td>
<td></td>
</tr>
<tr>
<td>Penicillin</td>
<td>1 L</td>
<td>20 mL</td>
<td></td>
</tr>
<tr>
<td>Quinine</td>
<td>1 L</td>
<td>5 mL</td>
<td></td>
</tr>
<tr>
<td>Iodine</td>
<td>2 kg</td>
<td>2 g</td>
<td></td>
</tr>
<tr>
<td>Sodium Bicarbonate</td>
<td>5 kg</td>
<td>10 g</td>
<td></td>
</tr>
<tr>
<td>Separated Cresol</td>
<td>1 L</td>
<td>4 mL</td>
<td></td>
</tr>
</tbody>
</table>
Ongoing Assessment

Your employee assessments do not stop after the initial assessment process. Assessment is an ongoing curriculum activity throughout the workplace education program. As a curriculum event, assessment must reflect what is taught and how it is taught, and align testing to teaching. Your evaluation program contains a series of ongoing assessments, involving activities carried out at planned intervals.

In workplace education programs ongoing assessment is learner-centred and participatory. Employees and instructors collaborate in order to review and modify what should take place in light of progress made up to that point. Ongoing assessment as a curriculum activity is necessary because this:

- allows for assessment of the learning process rather than only the evaluation of a particular skill
- makes assessment indistinguishable from instruction
- promotes the use of authentic workplace reading, writing and numeracy in assessment, making assessment more functional
- provides opportunity to rethink objectives and goals and readjust if necessary
- provides positive feedback to employees throughout the course, enhancing their self-esteem, motivation and commitment to learning.

Key Components of Ongoing Assessment

There are certain characteristics of effective ongoing assessment in workplace education programs:

- employee-centred, collaborative, participatory
- capable of evaluating progress on specific learning goals
- capable of providing information as to the effectiveness of instructional strategies
- provide information which helps to determine new learning goals and instructional objectives

There are a variety of ongoing assessment approaches and activities which fulfill all of these requirements. These are employee-instructor progress conferences, employee self-evaluations, employee journals, supervisors' reports, customized tests and employee portfolios.
The employee portfolio is the most comprehensive form of ongoing assessment. It is a collection of employees' work, instructor feedback, progress reports, employee self-evaluations, etc., organized in some fashion to track employee effort, development and progress. The nature of portfolios allows employees to self-assess. By demonstrating certain skills and abilities and focusing on improvement and not grades, portfolios provide positive feedback and enhance employees' self-confidence.

The development of an employee portfolio begins with your first meeting with employees. The interviews, activities and workplace materials used in your initial assessments are the first items to include in employees' portfolios. These can be referred to and used again in ongoing assessments as a basis of comparison of progress at various time throughout the course. Employees' portfolios can include many different indicators of success:

- employee progress reports and checklists
- all materials used in initial assessments as a basis of comparison at different intervals of assessment
- workplace reading assignments
- workplace writing assignments/draft writings (letters, memos, forms)
- self-evaluations/anecdotal notes
- workplace materials used in actual job tasks (invoices, reports, notes to co-workers, etc.)
- tests

Samples of this work in progress will provide concrete evidence of the strategies and techniques employees are using to complete reading, writing or numeracy tasks, thereby reflecting where instruction has been effective and where it has not. Be certain that what you and the employees include in portfolios provides information needed to measure the attainment of learning objectives and goals.

**Steps in Portfolio Development:**

Here, briefly, are the main steps undertaken by you and the employees in developing their portfolios:

1. Work collaboratively to set learning goals and to develop procedures and practices for the portfolio.
2. Work collaboratively to set criteria to be used to determine whether goals have been met. This means setting standards against which to measure performance. The criteria will focus on broad learning concepts and allow for performance based instructional activities and assessment.
3. Decide with employees how this criteria will be weighed depending on employees' needs.
4. Keep a note of employees’ expectations to refer to when selecting data for the portfolio and for when you meet with employees to discuss their progress.

5. Decide on a process for portfolio evaluation. Some suggestions are instructor-learner conferences, feedback sheets, employee self-evaluations or portfolio peer review sessions.

As mentioned, a portfolio includes all of the initial assessment materials, completed in- class assignments and sample job tasks involving the use of basic skills. On the following pages are sample *progress checklists*, instructor *observation forms* and employee *self-evaluation forms* which are also to be part of the employees’ portfolios. You can create similar forms for each employee depending on the course, its goals and objectives and the evaluation plan agreed upon with employees. Design progress checklists around course objectives. There is a working copy provided on the following pages to help you do this.
# Writing Progress Checklist

<table>
<thead>
<tr>
<th></th>
<th>Can Do</th>
<th>Needs Work</th>
<th>Not Evident</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is willing to try to put words on paper</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Generates language experience stories</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Is able to generate ideas to write about</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Can write simple memos</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Is able to write messages to coworkers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Can write notes correctly and concisely</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Use feedback from others to revise</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Write entries in learner journals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Write entries in learning log</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Can write vocabulary associated with forms</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Is gaining confidence in self as a writer and willing to take more risks</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments/Observations:
## Writing Progress Checklist

Name: ____________________  Date: m/d/y __________________

### Mechanics

<table>
<thead>
<tr>
<th>Can Do</th>
<th>Needs Work</th>
<th>Not Evident</th>
</tr>
</thead>
</table>

1. Uses capital letters to:
   - a) begin a sentence
   - b) name people, job titles and workplace departments

2. Uses commas to separate items in a list

3. Knows the format of a paragraph

4. Uses an apostrophe to show possession

5. Uses an apostrophe to make a contraction

6. Uses verbs in the correct tense

7. Uses end punctuation correctly

8. Notes any other skills writer has developed:
Skill Progress Checklist (Working Copy)

Skill

___________________

Name

___________________

Date

___________________

m/d/y

Course Objectives: | Can Do | Needs Work | Not Evident |
---|---|---|---|
1. ____________________________ | ☐ | ☐ | ☐ |
2. ____________________________ | ☐ | ☐ | ☐ |
3. ____________________________ | ☐ | ☐ | ☐ |
4. ____________________________ | ☐ | ☐ | ☐ |
5. ____________________________ | ☐ | ☐ | ☐ |
6. ____________________________ | ☐ | ☐ | ☐ |
7. ____________________________ | ☐ | ☐ | ☐ |

Comments/Observations
PORTFOLIO

Name: ___________
Date: ______________

GENERAL OBSERVATIONS/RECOMMENDATIONS

Progress to Date:

Goals & Objectives:

General Observations/Summary:
<table>
<thead>
<tr>
<th>CURRENT SKILLS</th>
<th>RECOMMENDATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading:</strong></td>
<td><strong>Reading:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Writing:</strong></td>
<td><strong>Writing:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Math:</strong></td>
<td><strong>Math:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CURRENT SKILLS</th>
<th>RECOMMENDATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Oral Communication:</strong></td>
<td><strong>Oral Communication:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other:</strong></td>
<td><strong>Other:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Employee's Learning Log

Name: _________________________   Date: m/d/y ______________

Something I learned this week:

How I demonstrated what I learned on the job this week:

Something I had difficulty with this week:

What I want to do next:

Personal Observations:
JOURNALS

Journals are an excellent way for employees to practice writing skills on an ongoing basis and for you to assess their writing skills on an ongoing basis. Responding to employees' journal entries does not mean making corrections, rather noting how employees are using their knowledge and experience for learning. Journal entries are a good indicator of how employees are progressing in the writing process and assimilating what they have learned.

There are many benefits to using journals as assessment materials:

- communication is real
- writing topics are employee-generated and of real interest
- activities are relaxed and less threatening thereby reducing anxiety to show a truer picture of ability
- employees can practice a variety of language functions such as giving explanations, complaining, making requests, giving excuses, describing, etc.
- employees learn to take risks when they write

There are many types of journal writing activities:

- prepared topics
- free journal writing activity at the beginning of each class
- written self-assessments
- reading responses
- personal writings, i.e., problem-solving

Use employees' journals as assessment tools to evaluate the following qualities:

- employees' ability to generate ideas and write about a variety of topics, i.e., work-related, personal nature
- employees' ability to write on the spot
- employees' degree of confidence and risk-taking in their writings
- employees' ability to organize and present information in a clear, concise way
- content of journal entries: work-related problems, special interests, etc.
The purpose of this activity is to meet with employees to discuss their progress and efforts to date and to involve them in self-assessments. It is also an opportunity to reflect upon their goals and objectives and change or revise them if necessary. Discuss with employees items contained in their portfolios and compare earlier work with later work. Besides assessing reading, writing and numeracy skills, you will also have an opportunity to assess the communication skills of employees during this meeting. This discussion may show evidence of their depth of understanding of personal goals and objectives, their ability to provide clear explanations, their ability to make decisions, to reflect and to make good use of examples and explanations. Include progress notes from these sessions in employees' portfolios.

There is a sample form on the following page to help guide you when taking notes during these interviews.
Progress Interview Form

Date: ________

Progress made in reaching learning goals:

Objectives remaining to be met:

Support needed to meet objectives:
Final Evaluation

Summative evaluations of the employees’ progress are carried out at the end of a program. These evaluations let employees know what progress they have made and may give insight into how they can use their new skills at work. They can also help point employees in the right direction concerning future training opportunities. Finally, evaluations are effective in helping to substantiate the need to continue the workplace education program.

Your final evaluations can include several or all of the following activities:

- exercises with materials used in initial and ongoing assessments during the final lessons of your program
- post attitude/interest questionnaires
- final instructor/employee conference
- evaluative checklists of outcomes
- employee program evaluations
- final individual employee reports prepared by instructor
A final conference with the employee is very much the same as your initial interview, with a different purpose in mind. You may want to interview participants about their reading, writing and numeracy skills now that they have gone through the course. You and the employee could address their work-related and personal goals and determine how well they have been met as well as in what ways their goals have been altered. Look over their portfolios with them and celebrate their progress and achievements. The conference can be a very unstructured activity and provide a good opportunity for you to assess the communication skills of employees. This interview is also an opportunity to talk about the employees' future in terms of work and training.

This survey could address the same areas as the pre-course interest/attitude survey. It is interesting to see the change in attitudes employees may go through as a result of increased confidence. (See sample post-attitude/interest survey). Use the attitude rating scale implemented as part of your initial assessment (See Attitude Ratings) at the end of the program to compare pre- and post- attitudes.

Similar to progress checklists you use as part of your ongoing assessments, final outcome checklists show progress relating to specific reading, writing, numeracy and communication skills. These can be created from the outcomes given in the level charts at the beginning of this section. What is included in the checklist will depend on the type of course and its objectives.
## Final Evaluation

**Post Attitudes/Interests of Employee Participants**

<table>
<thead>
<tr>
<th>Name: __________________________</th>
<th>Date: m/d/y __________</th>
</tr>
</thead>
</table>

1. How did you feel about taking this program training?
   - [ ] very good
   - [ ] good
   - [ ] ok
   - [ ] bad

2. How did you feel about attending class?
   - [ ] very good
   - [ ] good
   - [ ] ok
   - [ ] bad

3. How did you feel about reading books for learning?
   - [ ] very good
   - [ ] good
   - [ ] ok
   - [ ] bad

4. How did you feel about writing in class?
   - [ ] very good
   - [ ] good
   - [ ] ok
   - [ ] bad

5. How did your fellow workers feel about your taking this training?
   - [ ] very good
   - [ ] good
   - [ ] ok
   - [ ] bad

6. How did your family members feel about your taking this training?
   - [ ] very good
   - [ ] good
   - [ ] ok
   - [ ] bad

7. What did you get out of this training? Check all that apply.
   - [ ] ability to pass the exam
   - [ ] better reading
   - [ ] better writing
   - [ ] job security
   - [ ] better work skills
   - [ ] qualifications for promotion
   - [ ] family’s approval

8. How do you usually feel about yourself?
   - [ ] very good
   - [ ] good
   - [ ] ok
   - [ ] bad

9. What are your chances of getting a better job in the next few years?
   - [ ] very good
   - [ ] good
   - [ ] ok
   - [ ] bad

10. Do you have any other suggestions or comments that you would like to give about this training?
FINAL EVALUATION

Outcome Checklist (Working Copy)

Skill ______________________
Name ______________________
Date _______________________
m/d/y ______________________

Course Objectives:  | Can Do | Needs Work | Not Evident |
---------------------|--------|------------|-------------|
1. ____________________ | □      | □          | □           |
2. ____________________ | □      | □          | □           |
3. ____________________ | □      | □          | □           |
4. ____________________ | □      | □          | □           |
5. ____________________ | □      | □          | □           |
6. ____________________ | □      | □          | □           |
7. ____________________ | □      | □          | □           |

Comments/Observations
SECTION 3

CURRICULUM DEVELOPMENT AND DESIGN

- Introduction
- Learning Styles
- Instructional Methods
- Workplace Materials
- Literacy Task Analysis
- Sample Lessons
CURRICULUM DEVELOPMENT AND DESIGN

Introduction

The first two sections of this manual have highlighted the steps needed to begin the process of designing a workplace education program. Once you have worked through these steps and as a result identified the 1) workplace competencies required for a job, 2) defined program goals and 3) established learning objectives, you are then in a good position to develop a curriculum framework and content for your curriculum units. It is important to remember that each workplace requires a unique program/curriculum set-up and will therefore vary from workplace to workplace in terms of length, content, methodology and structure.

The work and real-life experience of employees in the course provide the point of departure for planning goals, objectives, methods and learning activities. You and the employees determine content, instructional method and evaluation based on these cooperatively defined goals and objectives. Curriculum design is strongly influenced by the job and its associated tasks, along with the related skills and knowledge required to do a job. Take into account skills and strengths employees have and those they want and need to enhance. Job-related materials and concepts are the basis of workplace education programs. Instructors gather, make and adapt workplace teaching materials and are prepared to redefine goals and review progress regularly and positively.

The objective of workplace education is to begin instruction at the skill level of the employees and then to bring them to a desired level of skill enhancement in order that they may be more effective on the job and participate more fully in the workplace. Consider existing knowledge and skills of the employees and build on this. Information gathered during an organizational needs assessment (ONA)--job profiles, basic skills used, employees' descriptions of jobs and employee self assessments-- will guide you in doing this. Conducting a literacy task analysis of the employees' jobs (see Literacy Task Analysis) will also provide you with information about the skills and knowledge required at work. These skills and knowledge can be translated into learning objectives for individual lessons.

Developing a workplace education curriculum involves establishing an outline which includes content and time frame, developing lesson plans and creating workplace instructional materials.

When outlining your curriculum, consider time limitations, employee needs and abilities and instructional format. Considering time for course delivery means that units of instruction and lesson length are designed to allow for adequate coverage of material, adequate amount of instructional activities and sufficient practice time. With a time frame in mind, decide how to set up your curriculum units and how much time to devote to each unit depending on what is required to learn and practice the skills associated with the material from each unit.

<table>
<thead>
<tr>
<th>Developing Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Develop a program outline with intended content and time frames</td>
</tr>
<tr>
<td>- Develop lesson plans</td>
</tr>
<tr>
<td>- Create workplace instructional materials</td>
</tr>
</tbody>
</table>
The design and content of the units must be geared to all skill levels of employees. Progress from easy to difficult and from simple to complex. Supplementary materials and approaches can be incorporated into the curriculum to meet any special needs of the employees, e.g. mockup of forms written at a lower level or lower level vocabulary lists. If the majority of employees have lower level skill needs, instructors could focus on smaller segments of content, use low level company material and use more course time to master each skill.

Finally, your curriculum should allow learning to take place in a context which resembles that of the employees' work tasks. The most basic example of this is that if a pencil and paper are used on the job to perform the task, then use this method of instruction in the classroom. This will enhance transferral of skills to job performance, bridging the gap between skill application and skill development. Skill application should turn the responsibility over to the employees and provide them with opportunities to try out the skills they have modelled, express themselves, ask questions, spend sufficient time on tasks and repeat new skills.

Included in this section is a sample curriculum for a 16 week Essential Skills Refresher Course for the workplace. It contains four units which were developed to meet the goals and objectives identified in Examples of Measurable Goals and Objectives. These units reflect essential areas of the workplace for skill development around which to design lessons and develop materials.
# BASIC SKILLS REFRESHER FOR THE WORKPLACE

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Orientation to Work</th>
<th>Unit 2</th>
<th>Work Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1 (4 hours)</strong></td>
<td><strong>Week 2 (4 hours)</strong></td>
<td><strong>Week 1 (4 hours)</strong></td>
<td><strong>Week 2 (4 hours)</strong></td>
</tr>
<tr>
<td><strong>Objectives:</strong> To introduce the course To learn the participants' experience and expectations To introduce some instructional methods (group discussions, role play)</td>
<td><strong>Objectives:</strong> To know company policy To be knowledgeable of information contained in employee handbook To read to extract relevant information To use table of contents or division headings</td>
<td><strong>Objectives:</strong> To understand the general layout of a work form To identify and use certain abbreviations To enter appropriate information on a form To build a vocabulary of work terms To categorize information</td>
<td><strong>Objectives:</strong> To understand and follow instructions To recognize task related vocabulary To understand the concept of sequencing</td>
</tr>
<tr>
<td><strong>Content:</strong> Language experience stories Company floor plan (physical) Company structure (i.e. chain of command, workplace issues)</td>
<td><strong>Content:</strong> Employee Handbook Employee Policies Company Insurance Plan</td>
<td><strong>Content:</strong> Forms - work, sale, purchase, work order, compensation, patient reports</td>
<td><strong>Content:</strong> Operating techniques/instructions Job procedures</td>
</tr>
<tr>
<td><strong>Week 3 (4 hours)</strong></td>
<td><strong>Week 4 (4 hours)</strong></td>
<td><strong>Week 3 (4 hours)</strong></td>
<td><strong>Week 4 (4 hours)</strong></td>
</tr>
<tr>
<td><strong>Objectives:</strong> To understand information found on pay slip To perform basic mathematical computations To calculate payroll deductions To know specialized vocabulary (i.e. abbreviations)</td>
<td><strong>Objectives:</strong> To be knowledgeable of and participate in union activities To know and understand information found in union newsletter (general layout) To read and understand collective agreement To know union vocabulary</td>
<td><strong>Objectives:</strong> To be familiar with the metre system To identify details and parts from an illustration diagram To compare and contrast (thinking skills) To verify To understand the organization of an inspection checklist To know specialized vocabulary</td>
<td><strong>Objectives:</strong> To organize information To read and write work reports To compile and assimilate information in a written form To develop a format for report writing</td>
</tr>
<tr>
<td><strong>Content:</strong> Pay slips Work schedules</td>
<td><strong>Content:</strong> Union newsletter Collective Agreement</td>
<td><strong>Content:</strong> Inspection procedures/checklists Metric measurements Fractions</td>
<td><strong>Content:</strong> Month-end reports Progress reports Trouble reports</td>
</tr>
<tr>
<td>Week 1 (4 hours)</td>
<td>Week 2 (4 hours)</td>
<td>Week 1 (4 hours)</td>
<td>Week 2 (4 hours)</td>
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<tr>
<td><strong>Unit 3 Health and Safety at Work</strong>&lt;br&gt;<strong>Objectives:</strong>&lt;br&gt;To recognize and understand vocabulary related to workplace health and safety&lt;br&gt;To read and understand safety processes/procedures&lt;br&gt;<strong>Content:</strong>&lt;br&gt;Introgame&lt;br&gt;Safe work practices/procedures&lt;br&gt;Fire drill procedures</td>
<td><strong>Objectives:</strong>&lt;br&gt;To be aware of the importance of reading and understanding safety signs&lt;br&gt;To identify common workplace safety symbols&lt;br&gt;To use common knowledge to avoid hazard or injury&lt;br&gt;<strong>Content:</strong>&lt;br&gt;Safety warnings&lt;br&gt;Safety signs and symbols&lt;br&gt;Product labels</td>
<td><strong>Objectives:</strong>&lt;br&gt;To introduce the importance of effective communication&lt;br&gt;To be aware of the importance of effective oral communication at work&lt;br&gt;To learn to communicate, to exchange information, work cooperatively and solve problems&lt;br&gt;To state opinions, ideas and attitudes&lt;br&gt;<strong>Content:</strong>&lt;br&gt;Teamwork (role plays and exercise)&lt;br&gt;Interpersonal (relationships at work)&lt;br&gt;Problem-solving activities and case studies</td>
<td><strong>Objectives:</strong>&lt;br&gt;To follow instructions&lt;br&gt;To work on listening skills&lt;br&gt;To give and receive messages and oral instructions accurately&lt;br&gt;To record information correctly&lt;br&gt;<strong>Content:</strong>&lt;br&gt;Telephone role plays/messages&lt;br&gt;Oral instructions/forms</td>
</tr>
<tr>
<td>Week 2 (4 hours)</td>
<td>Week 3 (4 hours)</td>
<td>Week 4 (4 hours)</td>
<td>Week 4 (4 hours)</td>
</tr>
<tr>
<td><strong>Objectives:</strong>&lt;br&gt;To prioritize and assimilate information in writing an accident report&lt;br&gt;To know procedures when dealing with accident or medical insurance forms&lt;br&gt;To report information accurately&lt;br&gt;<strong>Content:</strong>&lt;br&gt;Accident reports/compensation forms&lt;br&gt;Medical insurance forms</td>
<td><strong>Objectives:</strong>&lt;br&gt;To understand health regulations&lt;br&gt;To simplify the Workplace Hazardous Materials Information System&lt;br&gt;<strong>Content:</strong>&lt;br&gt;WHMIS Manual&lt;br&gt;WHMIS Education Material&lt;br&gt;Trainer manual for worker training&lt;br&gt;Nova Scotia Occupational Health and Safety Act</td>
<td><strong>Objectives:</strong>&lt;br&gt;To communicate effectively in written form&lt;br&gt;To become familiar with a memo format and be able to understand and generate a memo to a specific format&lt;br&gt;To write notes effectively, clearly &amp; concisely&lt;br&gt;To get information&lt;br&gt;<strong>Content:</strong>&lt;br&gt;Notes&lt;br&gt;Bulletin board messages&lt;br&gt;Memos</td>
<td><strong>Objectives:</strong>&lt;br&gt;To participate in workplace activities&lt;br&gt;To write concise minute proceedings&lt;br&gt;To order events in a written format&lt;br&gt;To write to inform&lt;br&gt;To communicate effectively at meetings&lt;br&gt;<strong>Content:</strong>&lt;br&gt;Role play of a meeting&lt;br&gt;Minutes of a meeting</td>
</tr>
</tbody>
</table>
Learning Styles

It has long been acknowledged by those in the field of education (i.e. instructors, employees, theorists) that people differ in how they learn. People differ in how they think critically, problem solve and process information. It is these differences in how people learn that become identified as a learning style. According to adult educator, Robert M. Smith, learning style can be defined as "the individual's characteristic ways of processing information, feeling and behaving in learning situations." Based on this definition, it is important that adult educators take into consideration psychological, physical, emotional and sociological factors when attempting to identify an individual's learning style.

Factors that affect learning styles

One of the more practical studies of benefit to practitioners on factors that affect learning styles was completed by Rita Dunn and Kenneth Dunn. The Dunns classified specific factors that affect learning style into 4 categories:

1. **Environmental** - sound, light, temperature and classroom design
2. **Emotional** - motivation, persistence, responsibility, and program structure
3. **Sociological** - learning by oneself, with pairs, in teams, with or without an authority figure (i.e., instructor)
4. **Physical** - time, mobility, health/nutrition (intake), and perception (i.e., five senses).

According to the Dunns, when instructors become aware of these factors, "adjustments can be made concerning the design of the classroom, the amount of light, and the amount of noise. (Instructors) can design individual assignments for students who are hard to motivate, have little persistence, or who require more or less structure. If a teacher knows that a particular student works best in small group situations with some teacher direction, then this can be incorporated into that student's routine. Knowing that certain individuals in a class have difficulty with time, have differing modality preferences, and need intake or mobility can help a teacher make the necessary innovations to assist learning."

If practitioners are dedicated to enabling adult employees to "learn how to learn", they cannot ignore the significant influence these factors have on students' preferred ways of processing information and preferred learning surroundings.
Understanding learning styles

Recent studies in adult education suggest that mismatching learning styles and classroom activities can result in employees working well below their potential and may even result in the employees’ decision to discontinue their classroom studies.

Of benefit to the practitioner, an understanding of individual learning styles can assist them in the designing and implementation of programs. "Instructors can use learning style inventories to gather information and for making decisions about teaching and helping people learn. The decisions may concern material selection, presentation of information, individualizing, subgrouping of students, as well as evaluative procedures."

Clearly, employee strengths are much more easily recognized by practitioners when the necessary time is taken to identify client learning styles. Just as important however, the identification of learning styles may assist practitioners in diagnosing individual learning difficulties. "They will want to be aware of the implications of using approaches and methods for which employees have not been prepared. The disadvantages of lecturing to those who are not aural employees, the unfairness of evaluating student reports without describing or modelling a good report; the futility of relying on out-of-class study for persons lacking study skills; the pitfalls of employing the discussion method with people lacking discussion skills."

Commonly identified learning styles

Given the literature within the past fifteen years on how adults learn, adult educators do not agree on exactly how many learning styles exist. Regardless of the discrepancy in exact numbers, certain learning styles have consistently been identified. These predominant learning styles are often categorized into three main groupings:

- **Auditory Learning Style**: remembering things they hear better than things they see.
- **Visual Learning Style**: remembering things they have seen better than what they have heard.
- **Kinesthetic Learning Style**: remembering things they have done better than talking about what is to be done. However, the kinesthetic employee often utilizes a secondary learning style (auditory, visual).

James and Galbraith (1985), further identified four other learning styles:

- **Print Learning Style** - the preference of the reader or writer who learns well from traditional texts and pencil/paper exercises.
• **Interactive Learning Style** - the preference of the talker who learns best from discussions and question-and-answer sessions.
• **Tactile Learning Style** - the preference of the toucher or handler who wants hands-on activities.
• **Olfactory Learning Style** - the preference of the smeller or taster who associates learning with smells and tastes.

As well, **Small Group Literacy Handbook** (ALSO, Ottawa), considers whether one prefers to learn in a group or alone as a distinct learning style. What is of importance to practitioners, however, is not how many learning styles exist, but that it is quite common for students to have more than one way of processing information so that learning takes place.

### Activities Matched to Learning Styles

<table>
<thead>
<tr>
<th>Visual Learner</th>
<th>Hands on Learner (Kinesthetic Employees)</th>
<th>Auditory Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>books with pictures</td>
<td>try to use concrete materials</td>
<td>when using blackboards, say it as you write it</td>
</tr>
<tr>
<td>subject related puzzles or games</td>
<td>use mock trials, word games, role playing, pantomime and charades</td>
<td>have employee discussion activities</td>
</tr>
<tr>
<td>explain using a diagram or chart</td>
<td>use the community for field trips, interviews</td>
<td>encourage the use of music, songs, poetry in your class</td>
</tr>
<tr>
<td>use films, videos, film strips, slides, TV</td>
<td>encourage examples from real life and work experiences</td>
<td>hold debates, word games, tutorials, seminars, group assignments</td>
</tr>
<tr>
<td>allow these students to design/prepare the bulletin board</td>
<td>use work-related games and puzzles, kits</td>
<td>use a variety of media films, records, tapes, videos</td>
</tr>
<tr>
<td>encourage projects that involve collage and posters</td>
<td>allow these students to help you set up equipment, materials, demonstrations</td>
<td>encourage data using verbal/auditory strategies, interview, questionnaire, survey</td>
</tr>
<tr>
<td>have student create own crosswords</td>
<td></td>
<td></td>
</tr>
<tr>
<td>encourage illustrated essays, scrapbooks, sketchbooks</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Instructional Methods

There are a number of different instructional methods that you can employ when designing your program or lesson. Among the most useful are simulations and games, role playing, presentations and lectures, group discussions, case studies, individual exercises and written exercises. Your choice of method depends on the situation which program stakeholders have identified for skills application.

For example, presentation techniques to provide information can be followed by a method which allows for learner participation. To encourage skill building and transfer of skills, try using techniques that involve projects, exercises or simulations. To encourage the sharing of ideas and development of communication skills, try using pair work, share groups, team work or open group discussion. When choosing an instructional method, keep in mind that it should match as closely as possible the skills required for a job task.

SIMULATIONS AND GAMES

A simulation is an exercise that represents a real job situation and allows employees to practice skills and knowledge in a risk-free environment (the classroom). Games also provide non-threatening opportunities for the application of learning. Both games and simulations encourage participation, give job-related experience and test the application of skills and knowledge.

Example: Ask employees to simulate a departmental meeting and the task of chairing the meeting.

ROLE PLAYING

In role playing, employees simulate interactive situations. This activity is useful in letting employees apply newly learned skills, build their confidence and develop observational skills. In the class discussion which follows the role play activity, employees can exchange information and receive feedback from the instructor as to how well they have applied a new skill.

Example: Employees role play a workplace situation where they must communicate confidently with a supervisor and assertively make a reasonable request for time off.
PRESENTATIONS AND LECTURES

This one-way instructional method is best used to introduce new material and communicate to a large group of people. It should be to the point, organized and brief. Presentations can also be supported with visual aids and followed immediately by practical observation.

Example: Ask employees to make individual presentations.

GROUP DISCUSSION

A group discussion is an opportunity for employees to exchange thoughts or opinions on a subject of high interest. It encourages interaction for problem-solving and planning. When facilitating this activity, provide a clear purpose for the discussion, encourage equal participation and provide guidance as needed. Depending on the size of your class, discussions could involve the whole class or small groups. As a summary, provide notes of points made during the discussion on flip charts, or select a recorder for each group to do so.

CASE STUDIES

A case study can simply be a discussion of a situation, presented either on video-tape or in written form. The value of case studies is that it may give a message or illustrate problem-solving. Case studies may be used to facilitate critical thinking through analysis of a union or workplace situation, problem, etc. The problem presented in the case study must be realistic, informing and challenging.

Example: Present a situation where employees must refer to their collective agreement.

INDIVIDUAL EXERCISES

Use individual exercises to provide employees with the opportunity to practice skills, develop and test their understanding or apply learning to concrete, real situations. These exercises can prepare employees to use their new learning on the job and thus ensure a transfer of skills from the classroom to the workplace.

Examples: Complete accident report forms.
Fill in purchase orders.
WRITTEN EXERCISES

Written exercises work best when they are presented in the context of the lesson. Instructors may need to create these written exercises to make them more relevant to each lesson and to each individual work site. Provide employees with clear instructions and a meaningful purpose for completing the exercise.

Examples: Journal writings
Essay writings
Cloze exercises

Workplace Materials

When developing and adapting materials for your curriculum, consider the interests, needs and abilities of the employees. Develop lessons around workplace materials and issues, or select materials and issues which will fulfill the objectives of your lessons. The following are criteria for the selection of workplace materials.

- relevant to employees' work and personal lives
- appropriate to adult learners
- suitable to the learning styles of employees
- encourages adoption of new learning styles
- varies in emphasis and complexity
- interesting and challenging
- provides opportunity for application and practice of new skills and knowledge immediately
- provides opportunities for constant review of what has been learned
- provides feedback and reinforcement

The Learning Resource Centre, located in the Adult Education and Learning office of each provincial region, has a collection of workplace materials available for your use. There is a complete list of this collection at the back of this manual in Appendix 6. The location of the centres is found in Appendix 7. Ask the Workplace Education Field Officer in your region for an introduction to the collection.

The following lists contain the most common types of materials and issues from work sites which instructors can incorporate into workplace education programs:

**MATERIALS**

<table>
<thead>
<tr>
<th>Newsletters</th>
<th>Pay slips</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase orders</td>
<td>Receipts</td>
</tr>
<tr>
<td>Work order forms</td>
<td>Memos</td>
</tr>
</tbody>
</table>
Literacy Task Analysis

A literacy task analysis links job tasks and workplace education curriculum by identifying job-specific reading, writing and numeracy skills and knowledge needed to perform the tasks of a job. This information lays the foundation for an instructional program or lesson plan.

A literacy task analysis can take different forms and be used for different purposes within the total framework of education in the workplace. It often is a process which provides the direction and scope for setting up a workplace education program. There are various ways to analyse a job and its tasks. The activities involved in carrying out a literacy task analysis can range from touring a workplace, interviewing employees, employers and union representatives, studying job description, observing workers on the job and examining workplace documents and text to know the required skills and knowledge.

On the following page is a sample of how you may analyse a workplace document for required knowledge and skills. This task analysis involves looking at a particular task of a job and breaking it down into several subtasks. Each subtask is then described and from this the skill application and knowledge required to carry out each subtask is listed. These skills and knowledge are then translated into learning objectives. The analysis shows how employees use thinking, reading, writing and numeracy skills in performing job tasks, and provides enough information about the use of these skills in the job context to be useful for you when creating lessons.

There are several questions which you can ask yourself to help gather the necessary information using this form of a literacy task analysis:
• What are the major tasks of the job?
• What are the steps required to perform the task?
• What skills and knowledge are required to perform the task?
• Are there worker problems in terms of knowledge, skills and attitude? What are they?
• How does employee performance differ from what employees are expected to do?
• Why do these gaps exist?
• What are the learning objectives for the job?
• In what sequence should material be learned?

The sample which follows demonstrates the procedural steps involved in filling out an inspection checklist for a construction work site. From this information you can design lessons to cover the material, provide the knowledge, and target and practice the required skills. A sample lesson, created from the analysis, is also presented. A working form for carrying out this form of literacy task analysis is included.
1. **Check the flatness of the trailer skid or bolster plate.**
   Using a 48" straight edge, check the flatness in all directions. Any bumps, valleys or warping will cause uneven loading of the fifth wheel which could result in damage to the top plate and poor lock life. (See Figure 1).

2. **Inspect the kingpin for straightness.**
   Using a square or a Holland kingpin guage (p/n TF-0110), check to see if the kingpin is bent. A bent kingpin accelerates lock wear and may interfere with proper fifth wheel locking. (See Figure 2).

3. **Inspect the kingpin for proper length.**
   Using a Holland kingpin guage, check the length as shown in Figure 3.
   
   CAUTION: If a lube plate is used in your operation, make sure to check the kingpin length. The kingpin must be sized to compensate for the thickness of the tube plate, otherwise the kingpin will be too short. (For more information, see Holland Service Bulletin No. 4, available from any Holland distributor).

4. **Inspect the kingpin for wear.**
   Using a Holland kingpin guage, check the wear on both the 2" (50mm) and 2 7/8" (70mm) diameters. Wear if 1/8" (3mm) is indicated if the appropriate diameter enters the guage slot. (See Figure 4).

5. **Check the kingpin mounting.**
   In addition to being a safety hazard, a loose mounting will cause excessive chucking and rapid lock wear.
**Job: Foreman**  
**Job Task: Trailer Inspection**

<table>
<thead>
<tr>
<th><strong>Subtasks</strong></th>
<th><strong>Skills and Knowledge Applied</strong></th>
</tr>
</thead>
</table>
| 1. Check the flatness of the trailer skid| 1.1 follow directions  
1.2 recognize defects  
1.3 understand technical vocabulary  
1.4 use diagrams to compare and contrast  
1.5 verify information |
| 2. Inspect kingpin for straightness      | 2.1 follow directions  
2.2 recognize and record defects  
2.3 have knowledge of technical vocabulary  
2.4 be aware of cause/effect relationship  
2.5 compare and contrast |
| 3. Inspect kingpin for proper length     | 3.1 follow directions  
3.2 have knowledge of technical vocabulary  
3.3 make judgements, draw conclusions  
3.4 use diagrams and illustrations  
3.5 compare and contrast  
3.6 distinguish fact from opinion |
| 4. Inspect for kingpin wear              | 4.1 follow directions  
4.2 have knowledge of technical vocabulary  
4.3 have knowledge of fractions  
4.4 have knowledge of metric system, abbreviations and symbols  
4.5 draw conclusions  
4.6 use diagrams and illustrations to compare and contrast |

To perform this particular task you can see that there are four steps or subtasks. Each subtask would make up a lesson on its own. Some subtasks will require more instruction time than
others. In subtask four there are certain thinking, communication, reading and mathematical skills required. To teach these skills, using the checklist as instructional material may require several lessons. The applied skills and knowledge in the right hand column will translate into instructional objectives.

A lesson developed around this literacy task analysis, specifically subtask no.4, could look something like this:

**Lesson 4 - Inspection Checklist**

**Lesson Objectives**

1. To follow written directions
2. To understand task-related vocabulary, abbreviations and symbols
3. To use fractions
4. To know metric system measurements
5. To compare using illustrations
6. To draw conclusions

1. **Introduction (15 minutes)**
   Review the previous lessons on the first three subtasks of the checklist. Employees will have already practised some of the skills and acquired some of the knowledge through previous lessons associated with this task. Draw on this prior knowledge to introduce the lesson for subtask 4.

2. **Activity (30 minutes)**
   To practice following directions, have employees write out simple directions for any task which could be work-related or not, eg. giving directions on how to fold a business letter or make a paper air plane. Have them exchange their written work with others and role play following the directions in the correct order.

   To also practice following directions or understanding directions, you could read aloud subtask 4 to employees and have them answer true or false to questions concerning the order of the given directions.

3. **Mathematics (30 minutes)**

- Go over basic metric units and abbreviations/symbols for different measurements, i.e., mm-millimetre, cm-centimetre, in-inch.
- Use a ruler to show the actual length of each and to compare.
- Do basic conversion exercises using the metric system.
4. **Activity (20 minutes)**
   To compare the illustrations with printed text, do a match up exercise. Give employees a written copy of the 4 steps involved in doing the vehicle inspections checklist. Give a copy of the illustrations, not in the correct sequence and have employees match up the two by reading and making observations. Besides comparing the written word with print they are drawing conclusions as well.

   To summarize all lessons which dealt with the checklist, create a checklist for a classroom task to be done by employees, or any kind of sample checklist which will provide practice and reinforce the skills and knowledge acquired.

### Literacy Task Analysis Worksheet

**Job:** __________________________

**Job Task:** ______________________

<table>
<thead>
<tr>
<th>Subtasks</th>
<th>Skills and Knowledge Applied</th>
</tr>
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<tbody>
<tr>
<td>1.</td>
<td>1.1</td>
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LESSON PLANNING

After program goals and objectives have been defined, workplace materials analysed and your curriculum outlined, individual lessons plans for each unit can be created with their own instructional objectives to address unit objectives. When developing lessons it is important to consider grouping, pacing, variety, use and feedback. Course employees may, and should, have input into lesson planning. The format of all lesson plans varies, however, every lesson plan includes the following:

- instructional objectives
- introduction of concepts (builds motivation and background information)
- definitions of new vocabulary
- lesson content/teaching methods/aids (direct instruction, guided and applied practice of skill application)
- review activity
- estimated time for each activity
- materials, equipment or resources needed
- closure activity (oral summary to build conceptual understanding, facilitate retention and transfer learning to job performance)

When creating lessons, you may vary learning activities to provide practice in listening, speaking, reading and writing. Allow time to work on the major learning topics and anything that requires practice or repetition. Try to provide a good balance between difficult work and "lighter" work and between independent and group activities. Include time also for review and introduction of new material. When new material is introduced it is essential that it be introduced in a context which will link it to prior knowledge or past experience of the employees. Allow for sufficient flexibility if the lesson goes off on an agreed and relevant tangent and accommodate new goals as they arise. Make sure that your activities are meeting your goals. Finally, consider different learning styles by tailoring activities to them.

Included in the following pages are nine sample lesson plans for the four curriculum units outlined earlier. These units and lessons were created to address the program goals which were formulated after the needs of employees were identified through the organizational needs assessment associated with the case study presented earlier in this manual. These nine lessons demonstrate the use of workplace materials in instruction.

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<tr>
<th>UNIT</th>
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7. Health and Safety at Work   Safety Warnings
8. Communication on the Job   Giving and Receiving Instructions
9. Communication on the Job   Customer Service Skills for the Tourism Industry

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<th>Unit 1</th>
<th>Orientation to Work</th>
<th>Pay Slips</th>
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Lesson Objectives

1. To improve numeracy skills (subtraction, addition, multiplication, division)
2. To learn skills that are relevant in much of basic numeracy
3. To know the information found on a pay slip and how it is organized
4. To understand the meaning of some common abbreviations
5. To make deductions given certain information

For this session, ask employees to bring a copy of their pay slips to class. They could "blank out" the information for confidentiality if they wish, and you could fill in sample information. It is best however to use theirs as part of the lesson as it is most relevant.

1. **Vocabulary (30 minutes)**
Discuss what information is contained on a pay slip and go over common vocabulary or jargon, i.e. taxable pay, week ending, gross pay, net pay, etc. Do a match up exercise of abbreviations and meanings similar to this and varying in degree of difficulty depending on the skill level of the employees.

1. y.t.d.  __Canada pension plan
2. inc. tax  __vacation pay
3. e.i.  __year to date
4. vac. pay  __income tax
5. c.p.p.  __employment insurance
2. **Mathematical applications (30 minutes)**
Go over the deductions on the pay slip. Explain them and do various exercises calculating deductions by using percentages, addition and subtraction. Employees could represent these percentages on a graph depending on their skill level and needs.

3. **Pay Slip Worksheet (30 minutes)**
Give employees a copy of the Pay Slip Worksheet. Have columns 1, 2 and 5 completed. Have them calculate columns 3 and 6. A variation would be to have columns 2, 3, 5, and 6 completed and ask employees to calculate column 1 (hourly rate).

4. **Wrap-up (15 minutes)**
As a summary, give employees a completed pay slip with figures different than those on the pay slip they've been working with. Prepare a sheet of questions for them to answer to verify comprehension. Wrap up the lesson by correcting answers together.
## Pay Slip Worksheet

<table>
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<tr>
<th>Hourly Rate</th>
<th>Number of Hours Worked</th>
<th>Total Payments</th>
<th>EI and CPP Deductions</th>
<th>Income Tax</th>
<th>Net Pay</th>
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Lesson Objectives:

1. To understand the organization of information in a newsletter
2. To read and write a union newsletter
3. To use context clues to predict and understand information
4. To communicate through a newsletter and participate in union and work activities
5. To write to express attitudes, opinions and facts

1. **Introduction (20 minutes)**
   Discuss participants' involvement or experiences with their union. Through this, determine how knowledgeable they are about their union and its activities. Ask where they receive their information about the union, if they read the newsletter and then brainstorm a list of information which usually appears in a union newsletter.

2. **Activity: Vocabulary and Discussion (45 minutes)**
   Select only several pages from the newsletter for the lesson. Do not deal with or give the full copy as the lesson. Have participants skim the pages and circle any unfamiliar vocabulary. These words are to be compiled and used throughout the lesson.

   Direct participants' attention to the headlines of different articles. Discuss what they would expect the articles to be about by reading headlines.

   Depending on the number of articles contained in the pages they are working with, assign participants, in pairs or small groups, one article to read and present to the class. Have one group member record important or specific details from the articles.

3. **Activity: Writing (40 minutes)**
   Present the entire newsletter to participants. Compile a list of different sections or features, i.e. Guest Column, President's Report, Unit Reports, Working Facts, Editor's Column or Local Reports.
Have participants write short articles to contribute to their union newsletter. These can be of any area or issue of particular interest or concern to them. It could be an announcement, letter, etc.

Participants then exchange their first drafts for a peer editing exercise. Review editing techniques and what to edit for (structure, vocabulary, spelling, etc.).

4. **Summary Activity (15 minutes)**
Participants read their articles aloud and tell where it should be found in a newsletter. As a follow up activity for future lessons these could become contributions to a newsletter which the group creates as a project.
M ERGER!

On October 22, 1996 the votes were counted on the merger of CAW Local 4611 and CAW Local 1944.

The results of this vote was 125 in favour of merging, six against and one spoiled for a total of 132 votes cast.

This former Canadian Brotherhood of Railway Transport and General Workers Union Local (CBRT&GW) represent workers employed on the scallop fleets of Scotia Trawlers Equipment Ltd., and Adams & Knickle in Lunenburg. They also represent the fisherman on the fleet at National Sea Products in Lunenburg and the Mahone Nursing Home in Mahone Bay.

A letter has been sent to the National Office of the CAW, stating the results of the voting and requesting that all the necessary paperwork be concluded to facilitate the merger of 4611 with us Local 1944.

On behalf of the Executive and membership of CAW Local 1944 we would like to extend a warm welcome to all the members of the former Local 4611. The building process now begins.

As time allows a number of training courses will take place with the leadership of these new Units in the not too distant future.

All business for these members is now being done through our office on Montague Street.

These members need our support and encouragement. We look forward to working with them.
GUEST COLUMN

Don't Join the Race to the Bottom
- it Doesn't Have to be That Way

by Dave Ritchie

There's a serious disease spreading through this country. It's called fear. The disease has many causes.

There's fear in the hearts and minds of Canada's young people just out of school or university who look at the staggering unemployment rolls and realize there are no jobs.

Kevin is one of these people. He's 20 and is a recent technical school graduate. Kevin has no hands-on experience, but was eager to learn. A local company advertised it was hiring sheet metal workers. Seven people out of the 75 who applied got jobs. Kevin wasn't one of them.

He now knows that without training he can't get a decent job. Without a job he can't get training. He now understands that on the job training in Canada is almost non-existent and that we rank at the very bottom of the list of industrialized countries in that regard.

Marie-Claire recently got her degree in social work. But because of the slash and burn of social programs and social assistance, she has been shut out of a job.

Both Kevin and Marie-Claire are told repeatedly that they can never expect to be as well off as their parents, and among other things probably will never own their own home.

There's fear about the attack on our health care system. Canadians see our national treasure, Medicare, is being crippled. They worry that the next time they take their kids to the emergency room at the hospital, they are going to have to produce a Visa card. That's the way it is in the US, and repeatedly Canadians are told we have to compete with them in the "race to the bottom".

Canadians approaching retirement fear for their long term security. They are told the CPP/QPP is going broke. It's not true. The danger is not a question of the CPP/QPP running out of money. It's about political will. It's about government giving in to the corporate agenda—an agenda that lets market forces take over from people and kills collective responsibility.

Barbara is the 36-year-old single mother of two children 12 and 14. She was laid off from her job as a packer because of plant closure 14 months ago. A combination of cuts to UI and changes to UI rules has dumped her on welfare and now that's being threatened. Scared? Of course she's scared. And so are her children.
Race to Bottom

These situations aren’t the exception. They are the rule in this leaner meaner world of the so called "free market economy" which has been forced on us by the powerful corporations with the willing help of weak governments.

Chretien's weak, lily livered liberals and Manning’s mean-spirited Reformers, just like Mulroney's bone headed Conservatives, have lost touch with, and no longer care about the basic values which make Canada a special place.

There is no compassion and genuine caring in these parties' policies. All of them on the right, they all have joined in the corporate game of the race to the bottom.

It doesn't have to be that way.

We have a voice, a credible clear voice with a clear alternative grounded in the fine traditions of Canadian compassion, caring and collective responsibility.

NDP Federal Leader Alexa McDonough made this point when she talked with Machinists at our recent staff conference.

"The other national parties keep playing at this phoney war. They pretend to be fighting each other but the bottom line is they have all bought into the corporate agenda. I say enough is enough. We will re-establish the NDP as a official party in the House of Commons and as an effective force in the life of this country."

McDonough's message is right on.

Dave Ritchie is the Canadian Vice President of the International Association of Machinists and Aerospace Workers (IAM)
"Tis the Season to be Jolly."

Wherever you look, you see signs of the Yuletide season, smell the preparations of Christmas baking, and hear the songs and sounds of children getting ready for their favourite person, Santa Claus.

But as we look across the province and the nation, workers and their rights have never been more under attack. Governments and their Corporate friends are moving swiftly to take us back to the time of Scrooge. Our Social Safety net is being pulled apart strand by strand. Health Care is being slashed and cut to a point where we will end up with a two tier system - those who can afford to pay - getting the best; and those who can't afford to pay - ending up with minimum standards.

When the new E.I. System was introduced by the Liberal government, the justification for changes was that we must rid the system of "abusers". It is quite clear now that the Liberal government only wanted the surplus in the UI Fund. The only people who won't be affected by the changes are those who have full time jobs and never get laid off - that leaves all the rest of us as EI Victims.

When our provincial and Federal governments talk about job creation we have only to look in our own communities, to see the low paying, few or no benefits, seasonal jobs. This job creation does little for the stability of the economy, and the stability of families.

(Cont. Pres. Page 5)
Pres. Report

During the last two weeks, Fishery Products International and Scotia Trawler have downsized their fishing effort for 1997. The downsizing will affect the jobs of about 45 scallop fishennan in total. These full time jobs can't be offset by a few more tourism jobs.

Cuts to education you can hear about every time you turn on the T.V. or pick up a newspaper. It is very clear that the National Standard of education will fail when put up against the governments drive to lower the deficit.

When the provincial government overhauled the Workers’ Compensation Act, it was not done to help the injured workers. When the new legislation regarding Health & Safety is implemented in 1997 it will have components in it which outline the workers’ responsibilities in regards to accidents. Health & Safety Committees in the workplace will also be held responsible when accidents happen.

The menu of to-day is the Blended Sales Tax (BST) legislation which is being rammed through the Provincial House of Assembly. The Liberal government has made sure that the legislation gets no chance for the opposition parties to make people aware of its pitfalls. Many people won't realize what hit them, until this tax becomes effective on April 1, 1997. The BST is an unfair and regressive consumption tax. It shifts the tax burden from the business to consumers.

Unit Reports

In October of 1996 a merger vote was completed between CAW Local 4611 (former CBRT&GW Local 611) and CAW Local 1944. The membership of Local 4611 voted over 90% to become members of Local 1944. On behalf of the executive Board of Local 1944, I wish to extend a warm welcome to members of National Sea Fleet, Scotia Trawlers Fleet, Adams & Knickle Fleet, and Mahone Nursing Home in Mahone Bay. I know that the membership will make these new Brothers and Sisters feel welcome.

Since the ratification of our first agreement at San Souci Seafoods in Tusket, we have had a number of grievances concerning job postings and overtime. This plant processes salt fish and recently hired new employees. Our membership has reached about 80 people. The company is in the process of expanding its dryer capacity and things look promising for a stable future.

(See Pres. Page 6)
Pres. Report

New contracts have been signed at Scotia Trawlers, Adams & Knickle, and Fishery Products International (F.P.I.). Recall lists and right to recall was a first time gain for two of these Units; continuous improvements in several areas was gained in the F.P.I. agreement. Two boats at Scotia Trawlers and one boat at F.P.I. have been decommissioned effective January 1, 1997.

In our two Health Care Units, members are still feeling the pain of being under a wage freeze. Bargaining should open sometime in 1997. Many of these workers have had no pay increase for seven years.

In Rosedale Home for Special Care Unit we have one arbitration case pending. In the Mahone Nursing Home Unit the Union has recently been presented with job description. The membership is presently perusing these and will be making recommendations to management in the near future. Although the Union can not bargain monetary issues due to the freeze it can deal with many other problems in the workplace.

On December 20, CAW Local 1944 will be starting bargaining on behalf of the National Sea Fleet members. Proposals are being prepared and will be presented to the company on that day. The fisherman have supported the company through many hard and lean times, and they are looking for improvements in their new agreement.

Mersey Seafood in Liverpool's workforce has decreased to about 40+. This plant processes scallops and groundfish. They also process H&G from the world market.

National Sea Products plant unit has recalled everyone back from the July 1996 layoff. The Company has begun to hire people who's recall rights have run out. The membership stands at about 550.

The Unit has processed a number of grievances on seniority, contracting out, and discrimination. The Union has fought to overcome the aged concept of men's work/women's work, and to create an atmosphere where workers are paid and treated equally.

The Union has had a number of grievances on contracting out of skilled trades work. A number of these workers are still on lay-off, but, Management has taken a stand that is more economically feasible to "contract out" then to "recall". The Union has argued and proven in most cases that this is not the truth.
The outlook for 1997 looks promising. Work hours should be at about the same levels as 1996. Increased quotas, procurement of H&G at affordable prices, and market demands for products, are all factors which could create more hours of work in 1997. A temporary third shift in Cooked Fish has created a number of new jobs.

Once again in 1996, this Unit held its Annual Barbecue & Dance on July 13. Although the weather did not co-operate, everyone there had a great time. But due to the thoughtless actions and attitudes of a number of Brothers, there will be no more Barbecues!

The Unit is gearing up for its annual Children's Christmas party on December 7, 1996. This year the National Sea Unit and the F.P.I. Fleet Unit have decided to combine efforts and hold a joint party for the kids. There will be a number of costumed cartoon characters, a clown who makes a variety of balloon shapes, "KID Brothers", a visit from Santa Claus, door prizes, gifts, treats and refreshments. It is estimated that about 450 children will be in attendance.

Events I have attended on behalf of Local 1944 are as follows:

Sept. 2 Labour Day parade in Liverpool.

Sept. 9 Labour Board Hearings

Sept. 19-20 Atlantic-wide stocks meeting-FRCC-Ramada Inn-Dartmouth

Sept. 21-26 National Seafood Sector Council meetings-St.John's, Nfld

Sept. 27-29 Solidarity of Sisters Retreat Stellerton, N.S.

Oct. 16 Voluntary Planning meeting-Wandlyn Inn-Bridgewater

Oct. 17-20 Special Convention of CAW-Toronto

Oct. 24 Lunenburg West NDP fundraiser-Curling Club-Bridgewater

Nov. 4 SS Labour Council meeting

Nov. 5 Health Care Forum- Yarmouth

Nov. 6 Meeting with San Souci Seafoods-Tusket

Nov. 14-17 NS Federation of Labour Political Action Conference Sydney, N.S.

Nov. 23 Riverport Plant Unit (F.P.I.) Christmas dinner

Dec. 3 OSAC Meeting-Bridgewater
There are Many other meetings and discussions that take place on a daily basis with workers in different Units and their employers.

Christmas Message:

On behalf of the Executive Board of CAW Local 1944 I wish to extend wishes for a safe and happy holiday season. We hope that you and your families enjoy all the best the season has to offer!

Let us not forget those who are not so fortunate. Try to help out the food banks whenever you can. Community organizations can always use volunteers to help. If you know someone who has to spend Christmas alone, invite them to share some time with you. Tis the season of giving, sharing, and being thankful of the good things we have.

Merry Christmas & Happy New Year

Marilyn B. Crook – President, CAW Local 1944
Women's Committee Report

In May, our local was a strong presence at the Bridgewater leg of the National Women's March Against Poverty. In June, sister Donna Conrad and I took part in the final leg of the March up Parliament Hill on the 15th.

On September 27, 6 members of our committee attended a Sisterhood Solidarity Retreat. Those attending were: Marilyn Crook, Linda Wentzel, Ellen Himmelman, Donna Conrad, Nancy Langille and Beulah Piercy.
During a relaxing weekend we discussed many issues with members of several unions from across the province.

December 6 is the nationally recognized day of commemoration and action to end violence against women. This day marks the anniversary of the 1989 Montreal massacre of fourteen young women, mostly engineering students at the University of Montreal's school of engineering, the Polytechnique.

Each year there is increasing awareness of the scope of this urgent social problem. However, in spite of education campaigns, the epidemic of violence against women continues across our country. Please wear a Purple Ribbon on Dec. 6.

Currently our committee is trying some fundraisers in order to be able to do more for our unit and community. Until December 13 we are selling tickets on four crocheted angles; one each for Wetfish days and nights and cooked fish days and nights. Please support our committee and buy a ticket. Look for other fundraisers in the future.

In Solidarity,
Linda Wentzel
Chair Women's Committee

Page 8
Mahone Bay Nursing Home

We are one of the new units that has joined the Local is the Mahone Nursing Home. We bring 39 members to the Local.

In November we had a Labour-Management meeting in which the main issue was job description. As a result of this meeting each member of the unit in Personal Care, Cooks, Dietary, Laundry, Housekeeping, and Maintenance will be given a copy of their job descriptions to study.

Union and Management will meet at a later date to pursue these issue until both sides can agree on the proper wording of these job descriptions.

Mahone Nursing Home is currently under the provincial wage freeze until 1997. The membership is eagerly looking forward to negotiations in 1997.

They are currently supporting a petition against the recent government cuts to the Nova Scotia Children's Dental Plan.

Wilma Duffney
Unit Chairperson -
Mahone Nursing Home
CAW Local 1944

Lunenburg Report

Since the last issue of The Fish Handler National Sea has gone through extended layoffs which saw a workforce of over 500 reduced to just over 200. Currently everyone with recall rights has been recalled except for four Skilled Trades People.

Grievances are a common occurrence in the plant with regards to bumping rights, seniority etc. Currently we have two grievances in the second step, one in the Cooked Fish and one in the Maintenance Department. The one in the Cooked Fish is in regards to bumping and the one in the Maintenance is with regards to payment in lieu of notice regarding a layoff.

Halloween gave us a major problem with people being canvassed for the night off by the company. The problem area was the wharf department on the late shift. Most of the workers wanted the night off but were told by the company they could not have it. 90% of that group planned to stay home anyway. To avoid shutting the wet fish end of the plant down completely, the Wet Fish production manager, Marilyn, and myself began to call the workers and identified the importance of coming in to work. At that time the company was involved in a competitive fishery for Red Fish. This meant that the quota they caught could become part of
their quota in the future. After calling and explaining this to these people, the majority understood and did come in. There were, however, several people who did not come in and the company wanted to suspend them. They eventually did receive a letter instead of a suspension.
The Company has seen productivity increase with increased profits, but the workers are feeling the burden with the increase of the pace of the work.

We have one grievance which will be going to arbitration in February, regarding a termination of employment. Also we had an altercation in Cooked Fish which saw two members involved in fighting, both members received a suspension of 2½ days that was not grieved.

Our Maintenance Department is busy struggling to keep the plant and fleet operating properly with a limited amount of workers. We have had extensive work done on the Cape Chidley which saw the boat being painted in Dartmouth due to the fact that we could not take the boat out of the water to do airless spraying. The company tried to contract out the engine job while it was still on the slip, but through our efforts we had men recalled and our guys travelled to Dartmouth and did the engine job.

The modernization in the boiler room which was supposed to have been completed in August is long past its completion date. The current projected completion date now is the first of January, 1997. The completion of this job will cause a reduction in the work force in this area.

One major concern of the Skilled Trades people is Outside Contracting. This is an issue that is always under close scrutiny by the workers in the department.

The outlook for work in 1997 at both ends of the plant is good.

Our annual banquet and dance is scheduled for December 7 with a lot of tickets currently sold.

The annual Christmas Party for the children at National Sea is scheduled for the morning of December 7th. This year the FPI Fleet from Riverport will also be participating. For entertainment we have Kidd Brothers, balloon twisters, Chip & Dale, Chipmunks, Rudolph, Frosty the Snowman, Mickey Mouse, the Christmas Mouse, and Zeddy the Teddy. Currently we have about 450 children registered. This year's party has been declared smoke free.

David Mossman Unit - Chairperson
Workplace Accidents on the Increase Worldwide

A gloomy picture of the toll that work-related accidents and disease is taking throughout both the developed and developing world emerged in Madrid, Spain in April 1996.

At the International Labour Organization's (ILO) World Congress on Occupational Safety and Health it was found that work-related accidents and diseases are on the increase in many countries, compounded by new chemical and environmental hazards in the workplace.

The total number of job-site accidents has reached an estimated 125 million each year world wide and the number of fatal accidents has topped 220,000 annually. The ILO has estimated that the rate of fatal accidents worldwide is approximately 6 per 100,000 workers, but that masks the extent of the risk in such occupations as construction, where the fatality rate may be as much as 20 times higher than the average.

In Canada, 800 lives were lost last year in industrial accidents, while there were another one million accident-related incidents involving injuries. One of the more frightening aspects of the job-site accidents is the toll on younger workers. Last year there were 17,000 work-related injuries involving employees in the 15-19 age group.

Occupational Health and Safety statistics for Canada show that the incidence of work-related injuries and fatalities had been declining over six years, ending in 1994. However the numbers have begun picking up again for the 1994-95 period. Unions attribute this, in part, to a 3.5% increase in hours worked, workers being more tired, and employees being more willing to put up with unsafe conditions because of the poor job market.

Statistics on Health and Safety in the United States disclosed that 6,588 workers were killed on the job last year and that there were an estimated 50,000 victims of workplace disease and there were some seven million reported work injuries at work. The ILO noted that in certain occupations, work alone creates risks exceeding all other sources, from smoking to riding a motorcycle.

No region of the world was spared these higher rates but the developing countries had the higher increases. The European Union alone, in spite of improvements in recent years, accounted for the loss of 8,000 lives annually as a result of occupational accidents and 10 million more are victims through illness and injury of work-related accidents and disease. Poor equipment, heavy work loads and poisoning as a result of extensive and uncontrolled use of pesticides and organic dust were noted as factors in the developing countries in such industries as farming, mining, and heavy manufacturing.
Adding Insult to Injury..........THE GST AND THE BST

If you hated the GST, wait 'tit you get the BST!

- The BST is an unfair and regressive consumption tax. It shifts the tax burden from business to consumers.
- Hard-working Nova Scotians will pay over $80 million a year in additional sales taxes as a result of the BST.
- Thanks to tax credits some businesses will share a $240 million a year tax break.
- Incredibly, this tax increase to ordinary Nova Scotians means a $100 million shortfall in revenue to the province and likely more cuts to public services such as health care and education.

The 15 per cent BST will have the same base as the GST, meaning that in Nova Scotia there will be a 114% increase in tax on goods and services such as:

- CHILDREN’S CLOTHING
- HOME HEATING FUEL
- SCHOOL SUPPLIES
- HAIRCUTS AND HAIRSTYLING
- DRY CLEANING
- GASOLINE
- RECREATIONAL SERVICES
- FUNERALS

- Your electricity bill will increase with a 50% jump in taxes.
- The BST will lead to increased rent for tenants and increased property taxes for home owners.
- Small businesses that provide services will be hurt by the BST. Tax on their services will double - reducing sales and their ability to provide jobs.

STOP THE BST-Call your MLA-Tell Them No Thanks!!!
Working Facts

CALM

- 360,000 Canadian hold down two or more jobs
- 3 million Canadians work shifts
- 1 million Canadians work Saturdays, and 500,000 work Sundays
- B.C. generates two out of every three new full-time jobs in Canada
- 2 million Canadians are subject to on-the-job electronic surveillance to monitor their work habits
- Women hold 72 per cent of the lowest-paying jobs in Canada and 20 per cent of the highest paying jobs

Ed Corner!

Welcome to the December 1996 issue of *The Fish Handler*.

As we prepare to go to press, the Union Room is a hub-bub of activity as the final arrangements are being made for the Christmas Party and for the Banquet.

A special welcome goes out to all former members of CAW Local 4611 who have now joined this Local. We look forward to working with you in your struggles.

I would like to thank Dave Ritchie, the Canadian Vice President, of the International Association of Machinists and Aerospace Workers (IAM), for the article which appears in this issue's Guest Column. His article first appeared in the September-October Issue of the IAM Journal.

As editor, my family and I would like to wish you a very happy Christmas holiday and all the best in the year of 1997. Let's all work hard and do our best to make sure that it is a good year for our co-workers and community.

The next issue is due out in April of 1997. We ask that all articles be in by March 15th.

For Christmas buy **Canadian, Union Made** goods and services.

Angus J. Fields
The Roman emperors had a two-fold formula for preventing popular uprisings: bread and circuses. They figured that people who were well fed and entertained would be less likely to revolt. And most of the time they were right. A full belly and a good seat in the arena to watch the gladiator's fights took most people's minds off their rulers' despotism.

It's safe to assume that today's rulers also rely on a modern version of the bread-and-circuses recipe to keep people tranquilized. Providing bread is no problem. Even those without jobs can escape starvation with the help of welfare payments and food banks. But what are the modern equivalents of the Roman circus?

"As long as people demonstrate in front of parliaments instead of banks, the modern political circus will serve its purpose."

You might think that television, movies and sporting events serve that diversionary purpose, but I think there is a much more insidious opiate - the political process itself. Our governments don't provide the entertainment. They are the entertainment.

In ancient Rome, you see, the politicians were also the plutocrats - the owners of land, slaves and wealth. The emperor and the senators exercised economic as well as political power. The laws and decisions they made originated with them. They were not being manipulated by powerful interests behind the throne.

In Canada today, we are also ruled by plutocrats, but they are not the politicians. Our rulers are the wealthy and powerful corporate executives, bankers and money traders who now set the political agenda for all governments. Prime ministers and premiers do their bidding. The policies favoured and the laws enacted are those that enhance the wealth and power of the plutocracy.

Canada's political system, thus subverted, has become a puppet show. The politicians posture and pontificate, actors on the parliamentary stage, following the script written for them by their masters. Their debates, their hearings, their consultations, their press conferences, are as carefully choreographed as professional wrestling matches - and as meaningless.

Unfortunately, while most people know that wrestling matches are phony - a form of amusement only - they haven't yet come to realize that the political system has been similarly transformed. Even the press gallery reporters continue to write about what the politicians are doing and saying as if their antics really do belong on the front page, instead of in the entertainment section.
The real power-wielders in their executive suites benefit enormously from this kind of theatrical politics. They can count on the media to cover political developments as if they really mattered. They can count on citizens who are unhappy with their government to blame the government, instead of the government's overseers. They can count on dissident groups wasting their time lobbying and haranguing the politicians, in the mistaken belief that it is the politicians they elect who are running the country.

As long as people continue to demonstrate in front of the legislative assemblies and parliaments instead of the banks, as long as they occupy the offices of cabinet ministers instead of corporate boardrooms, as long as they blame the puppets instead of the puppeteers, the modern political circus will continue.

It will divert people's attention from their real problems. Canadians thus beguiled are not much different from the ancient Roman plebians who neglected their civic duties to watch the gladiators fight. The only difference that I can see between the Roman circuses and our parliamentary circuses is that some of the gladiators really did get killed.

*Ed Finn is a research associate with the Canadian Centre for Policy Alternatives.*
Lesson Objectives

1. To identify parts and purposes of work forms
2. To predict the information found on forms and understand how information is displayed on forms
3. To define vocabulary words from context
4. To know meanings of common abbreviations found on forms
5. To fill out forms

1. **Introduction (25 minutes)**
   Hold a group discussion on forms employees encounter everyday both at work and outside work. Brainstorm a list of specific work forms. Ask employees how they deal with forms on their jobs or what strategies they use to complete forms. Ask them to think of and talk about specific difficulties they have with them.

   Give employees a completed form of any nature and ask them to respond to specific questions about the information on the form. This will be a good indicator of their experience with forms and filling out forms.

2. **Activity (30 minutes)**
   Ask employees to brainstorm some common abbreviations found on forms. i.e. Mrs., Mr., Ms., S.I.N., Yr. Using a dictionary have employees indicate how to find the meanings of abbreviations.

   From the form to be used in the lesson have them find and write meanings for: P.O., G.S.T., Yr., Mon., No., etc.

   Compare and correct responses and discuss meanings.

3. **Activity (10 minutes)**
   As a warm up, give employees a very common, basic form to practice with, eg., change of address form. This could be done on an overhead also. Have employees study the form and discuss what is common to all forms in terms of layout, vocabulary, gray
areas, the date, etc.

4. Activity (35 minutes)
Introduce the "Sales Order" form. This could be done in sections with a lower level group so as not to overwhelm them. Have employees attempt to complete the forms and correct them together by asking volunteers to fill in different sections displayed on an overhead.

Another approach could be to, after discussing this particular form, i.e., layout and vocabulary, provide either section by section or in total, the necessary information to complete the form. Have employees organize the information and fill in the form. Correct it together as a group by discussing answers and comparing them with a completed form.

*Make sure employees have a completed form at the end of class to refer back to and that a summary discussion of the lesson is held to ensure comprehension.*
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SPECIAL ITEM INSTRUCTIONS
Lesson Objectives:

1. To correctly categorize and record patient information
2. To note or jot down information briefly
3. To understand logical groupings of information in patient assessments
4. To know vocabulary associated with patient assessments

1. Introduction (15 minutes)
   Review general information on filling out forms learned in the previous lesson. Discuss patient assessments and what information is usually covered. Indicate that the form they will be working with will be similar to other types of forms they have come across. Brainstorm on the board different areas in which patients are assessed. Record those which appear on the form also.

2. Activity (45 minutes)
   The form to be used in this lesson should be dealt with in sections and covered perhaps over two lessons or more if necessary.

   Dealing with four sections or so of the form, put the names of these four on the board. Participants will then be asked, before seeing the form, to give a list of areas for assessment which they think should be included under each section. Record these and have participants build a personal dictionary of these words. Make sure that the words are alphabetized correctly.

3. Activity 2 (30 minutes)
   Present participants with a written case study, at their reading level, of a patient assessment report. This will contain all of the information required to complete the sections of the form dealt with in this lesson. Have them transfer or jot down the information from the report onto the form, under the correct section. Practice noting information briefly.

   This activity could be done also as a writing activity. Give participants completed sections of an assessment form and have them write a report from the information included on the form. This would probably be for more advanced participants with high level writing skills.
4. **Activity (20 minutes)**
   As an activity for categorizing information, present participants with section headings, i.e., Nutritional Status, Mobility Status, etc. Give them a list of areas to assess which would be found under the section headings. These would be given in no particular order. Have them categorize the area words under the appropriate heading.

5. **Summary (10 minutes)**
   Summarize by going over a completed assessment form on an overhead. Correct together the activities they have done.
NURSING HISTORY
AND ASSESSMENT

ALLERGIES

DATE OF
ADMISSION

ADMITTED FROM: HOME ______ NURSING HOME ______

OTHER HOSPITAL

SOURCE OF MEDICAL INFORMATION: PATIENT ______ FAMILY ______
PAST MEDICAL-SURGICAL HISTORY/HOSPITALIZATION

REASON FOR ADMISSION (PATIENT RESPONSE)

MEDICATION TAKEN AT HOME

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 

HAVE YOU BEEN TAKING YOUR MEDICATION AS PRESCRIBED

YES ______ NO ______

PHYSICAL ASSESSMENT

WEIGHT _______ HEIGHT _______ TPR _______ PP _______

PULSE QUALITY

NORMAL ______ BOUNCING ______ THREADY ______ IRREGULAR ______

PACE MAKER YES ______ NO ______

AV FISTULA R ARM ______ L ARM ______

PORT A CATH ______

RESPIRATION NORMAL ______ LABOURED ______

SIGHT SATISFACTORY ______ BLIND ______

GLASSES ______ CONTACT LENSES ______

HEARING SATISFACTORY ______ DIFFICULTY ______

DEAF ______ HEARING AID RT ______ LFT ______

SKIN NORMAL ______ RASH ______ MASSES ______

ULCERATED ______

PERSONAL HYGIENE SELF ______ ASSIST ______

COMPLETE ______

FALL RISK FACTORS; 2 OR MORE ✔ IS CRITERIA FOR HIGH RISK

PREVIOUS FALL ______

MOBILITY PROBLEM ______

CONFUSION OR INTERMITTENT CONFUSION ______

INCONTINENT ______

HEARING OR VISUAL IMPAIRED ______

RECEIVING HYPNOTICS, LAXATIVES, OR DIURETICS ANTI HYPERTENSIVE, ANTI-CONVULSANT ______

PATIENT IS 70 + ______

OTHER SIDE
### Nursing History and Assessment (Cont'd)

#### Nutritional Status
- Well nourished □
- Overweight □
- Underweight □
- Specific diet □
- Feeds self □
- Assist □
- Tube/gastric □

#### Elimination: Bowel/Bladder
- Date of last bowel movement □
- Difficulties: Constipation □ Diarrhea □
- Frequency □ Incontinence □
- Last void time □
- Self □ Commode □ Bedpan □ Enema □
- Laxative □ How often □
- Ostomy □ Type □ How often □
- Supra pubic intake □

#### Mental Status
- Alert □ Confused □ Forgetful □
- Agitated □ Depressed □
- Close observation required □
- Restraints □
- Side rails □

#### Comfort/Sleep
- Sleep aids □ Yes □ No □
- If yes name □
- Pain □ Yes □ No □
- Measures to release pain □

#### Prosthesis
- Dentures: Upper □ Lower □
- Lens implants: Artificial eye (R) □ (L) □ Contact lenses □
- W/G □ Artificial limb □

#### Mobility Status
- Ambulatory □ Assist □ Chair □ Bedrest □
- Mobility aids: Canes □ Walkers □ Crutches □ Wheelchair □

#### Psychosocial
- Live alone □ Live with family □
- Uses von/PHN □
- Uses meals on wheels □

#### Religious/Cultural Aspects
- Aware of services held at hospital □ Yes □ No □
- Language spoken □

### Date □

### Signature □
Lesson Objectives

1. To follow procedural instructions
2. To correctly order written information
3. To read operating techniques and know job-specific vocabulary
4. To interpret information from illustrations/diagrams

1. Vocabulary (30 minutes)
Present employees with a copy of the five illustrations, unordered, with captions "blanked out". By looking at the pictures, brainstorm simply a list of vocabulary, i.e. bucket, clamp, bowl, load, dozing, blade, scraper, levelling, tilt, etc.

Discuss the meanings of each and have employees point out the vocabulary words from the five illustrations. For more work with the vocabulary words, have employees locate synonyms in a thesaurus and divide the words into verbs and nouns.

2. Activity (30 minutes)
Using these vocabulary words, employees can write appropriate operating instructions under each picture. Inform them that there is a particular ordering of the instructions and that there may be more than one operating instruction required for some pictures. You could instruct them to write a total of seven instructions for the five illustrations as on the original sheet, depending on the ability of the employees.

3. Order Illustrations (10 minutes)
Ask employees then order illustrations correctly as to which instruction should be given first, second, etc.

4. Self-Correct (15 minutes)
On an overhead, or pass out a copy of the sheet with the correct instructions on them, compare responses and discuss the instructions. Have employees read them aloud.

5. Summary (30 minutes)
As a follow up activity, employees could select another task they perform regularly on their job and write the procedural instructions involved. Have them read them aloud to the group. Employees could discuss the instructions and steps of certain tasks. This would provide a summary of following procedures or order of instructions.
NOTICE
Striking the stops unnecessarily and repetitively can result in accelerated wear and high maintenance cost of the loader linkage.

6. Put the tilt lever in the TILT BACK detent.

7. Before lowering the bucket, make sure the hauling unit is out from under the bucket.

8. Lower the bucket while positioning the loader for the next load.

Bucket Loading From A Bank

WARNING
Personnel injury or death can result from falling material.

Remove any overhang and watch for sliding material.

1. Start to load at the base of the bank and follow up the face.

2. Raise the bucket slightly and move away from the bank.
**Excavating With Bucket**

1. Lower the bucket to the ground and position for a slight digging angle.

2. Apply down pressure to the bucket as the loader starts forward. Return the lift lever to HOLD when sufficient penetration is obtained.

3. Maintain level cuts while moving forward, by raising and lowering the bucket.

4. When the bucket is loaded, tilt it back against the stops. Carry the loaded bucket approximately 40 cm (15 in) above the ground when moving to the dump area.

**Loading Hoppers**

1. Load the bucket (see Bucket Loading from a Stockpile steps 1 through 8)

2. When the lift kickout is reached, dump the load into the hopper. If possible, dump with the wind to your back.
Excavating With Bucket

Bucket Loading From A Bank

Loading Hoppers
1. Open the bowl and lower the open bucket over the loading material.

2. Close the bowl to load the material

1. Open the bowl to use the blade for dozing

2. Maintain a level cut with the attachment lift lever.

3. Use the bucket as a scraper for leveling, stripping or spreading fill.

4. When loaded, close the bowl and tilt the bucket back

5. For maximum dumping height or when unloading sticky material, position the bucket over the dump area. Open the bowl to dump the load.
1. Position the fork in the center of the load, with the top clamp open.

2. Close the top clamp and tilt the fork back to hold the load against the fork uprights.

3. For best operator vision and loader stability, carry the load as low as possible.

4. Position the load over the stacking area. Tilt the fork down and raise the clamp to release the load.
Lesson Objectives

1. To use specific vocabulary for safe work practices in context
2. To understand the procedures for safe work practices in surveying work
3. To communicate safe work practices
4. To draw the main idea from a written text
5. To understand cause and effect

1. Introduction (20 minutes)
Begin by asking employees to discuss safety policy, hazards, equipment, etc. of their workplace.

As a way to encourage thinking about safety and a fun introduction to the topic, have employees do Assignment 5, Spot The Hazards. You could make it a timed test and have them write their responses for more of a challenge. Discuss their responses as a group.

2. Vocabulary (30 minutes)
Pass out copies of Safe Work Practices-Surveying. As a class, compile a vocabulary list at the level of the employees. Fifteen words should be enough. Discuss the words from this list. Point out bases or roots of words or prefixes and suffixes and their meanings.

Employees could match meanings written on index cards with the vocabulary word written on other cards.

Develop a cloze activity by "blanking out" the 15 words where they appear on the page. Have employees fill in the empty spaces with the correct vocabulary word. This could be corrected together as a group by filling in the form on overhead with responses provided by employees.

3. Group Activity (40-60 minutes)
Divide the class into small groups of 2 - 3 employees and assign each group a certain number of safety procedures from the previous hand-out. Ask groups to discuss these procedures among themselves and be prepared to explain each one to the class as a whole. Then, have each group present its procedures, i.e. what they mean, how they apply to their particular jobs and the consequences of not following these procedures.

* As a more advanced activity, employees could write procedures into paragraph form to practice writing skills and to review vocabulary.

4. Summary (10 minutes)
Summarize the day's lesson to reinforce learning and pinpoint any areas which require more attention. All the new vocabulary of the lesson could be brainstormed with a volunteer recording these words on the board. Have volunteers read aloud the safe work practices again. Repeat the cloze activity orally with the entire class.
Identify at least 20 potential hazards in the picture below.

SPOT THE HAZARDS
SAFE WORK PRACTICES
SURVEYING

Safety Procedures

1.) Equipment:

- Do not set up instruments on unstable or unsafe spots.
- Sandbag or otherwise secure tripods if unattended.
- Do not leave any equipment out of site.
- Do not leave any equipment in any travelled way.
- Do not leave any equipment where it could be buried accidentally.
- Dry instruments thoroughly at the end of every day they are exposed to damp conditions.
- Never point an E.D.M. at the sun.
- Do not over tighten instrument and tripod clamps.
- Keep small items (prisms, Plumb Bobs, etc.), in cases securely attached to your person.
- Do not carry level rods or prism poles extended.
- Do not let anything travel over a measuring chain.
- Do not let a measuring chain become kinked or caught in anything.
- Do not use or toss spray paint cans near vehicles, buildings or anything that should not be painted.
- Do not leave empty spray paint cans intact on site.

2.) Personnel:

- Always wear all Personal Protection Equipment required for each particular task.
- Be aware of all laws, rules or guidelines as specified by the D.O.T., confined spaces, chain saw safety and the NS Department of Labour manuals and work within them.
- When working around heavy equipment, always make operators aware of where you are at all times. If necessary wear high visibility clothing.
- When on a project alone, ensure that the project superintendent knows where you are and when to expect your return. This includes working in the quarry.
- When in the quarry be cautious of truck and equipment traffic.
- Always have a first aid kit within a reasonable distance of where you are located, at all times.
- When using a stringline in traffic, ensure that the line cannot in any way become entangled with any part of you.
- When in woods, be wary of "spear" stumps.
# Fire Action Word Search

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<th>SPRINKLERS</th>
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<td>EMERGENCY</td>
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<td>POINT</td>
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- ALARM
- EXTINGUISHER
- SPRINKLERS
- EXITS
- RUNNING
- WINDOWS
- DOORS
- BLANKETS
- REGISTERS
- LIFTS
- TELEPHONE
- FIRE MARSHAL
- PANIC
- EMERGENCY
- DISCOVERY
- POINT
- ASSEMBLY
- ESCAPES
Lesson Objectives

1. To think about, recognize and become familiar with safe and unsafe work practices
2. To associate pictures, diagrams, etc. with print
3. To write brief safety warnings
4. To read and recognize vocabulary associated with safety practices

1. **Introduction (15 minutes)**
   
   Begin with a brief brainstorming session of essential safety practices in the workplace. Record these on the board and use them to recap the previous day’s lesson.

2. **Activity (10 - 15 minutes)**
   
   Pass out copies of *Warnings* with the text and the headings “correct/wrong” blanked out.
   
   Ask participants to study each picture and decide which is a correct or incorrect practice.
   
   This could be done as a group discussion or individually.

3. **Vocabulary (30 minutes)**
   
   Discuss the vocabulary used in the hand-out. Choose words appropriate to skill levels, eg. loader, personnel, bucket, exceed, etc. Ask employees to label pictures (if applicable) with vocabulary words or identify and label other pictures with words already known.

4. **Activity (45 minutes)**
   
   Individually or in pairs, ask employees to write their own brief safety warnings under each picture beginning each sentence with either:

   **Always.................................................................**

   **Never.................................................................**

   Provide an example of how to state the warning. Put a copy of the blank Warning sheet on an overhead. Ask volunteers to write the warnings they created under each picture. Have the group compare and discuss their answers.

5. **Summary Activity (15 minutes)**
   
   Show original Warning sheet with text. Ask the class to read each warning aloud. Ask what additional information could be provided to ensure safety.
WARNINGS

⚠️ WARNING ⚠️
Failure to obey warnings can cause injury or death.

CORRECT
- Always use seat belt and seat bar.
- Always keep feet on pedals when operating loader.

WRONG
- Never carry riders.
- Keep other personnel away from work area.

CORRECT
- Do not use loader in atmosphere with explosive dust or gas or where exhaust can contact flammable material.
- Never use loader without operator cab with ROPS and FOPS approval.

WRONG
- Always carry bucket or attachment as low as possible.
- Do not travel or turn with lift arms up.
- Load, unload and turn on flat level ground.

WRONG
- Never exceed rated operating capacity. Use only attachments and buckets approved for this Model loader.
- Never leave loader with engine running or with lift arms up.
- To park, engage brake and put attachment on the ground.

WRONG
- Never modify equipment or use any attachments not approved by Clark Equipment Co., Maier Div.
FAILURE TO OBEY WARNINGS CAN CAUSE INJURY OR DEATH.
Lesson Objectives

1. To develop a communication strategy for giving and receiving instructions on the job.
2. To receive and record telephone messages accurately.

To practice giving and receiving instructions, have employees work in pairs to complete a workplace form. The workplace forms used in this lesson should go beyond standard information (name, company, and date) and require employees to provide explanations and descriptions.

1. Activity (30 minutes)

Employees should attempt issuing and receiving instructions during the activity. This could be practiced both on a form they are familiar with and one with which they are not.

Demonstrate with a volunteer participant the giving and receiving of instructions on how to fill out a form. Then, divide the class in pairs and ask them to role play the same activity. In this role play, one participant of the pair will give the directions and the other will fill out the form. To vary the activity, provide different settings in which instructions can be given and received, eg. face to face, over the telephone, etc.

2. Activity (30 minutes)

As a group discussion after completion of the instructions, ask employees to talk about their assumptions when issuing instructions, i.e. that the receiver should know this, that how to complete a particular section was obvious, etc. Ask them to share the strategies they used in issuing instructions and if they changed strategies for different settings.

Have them think about what they had to ask of their partners before giving instructions and what kind of things did or could have caused problems for either the person giving or receiving the instructions, eg. lack of clarity, loudness, etc. Have them talk about how they managed by using different strategies.

Have the same kind of discussion from the point of view of the person receiving the instructions.
3. **Introduction to Telephone messages (15 minutes)**
   Discuss with the group the types of telephone messages they take at home and at work, how often, for whom, etc. Record on the board the type of information commonly included in a message:
   
   - date and exact time of the call
   - name of caller and company (emphasize that they make sure names are spelled correctly)
   - the telephone number (with extension number and area code if necessary)
   - details of the message
   - initials of person who took the message

4. **Review completed message form (15 minutes)**
   Show the completed message form on the next page on overhead or as a handout. Read together and discuss all areas.

5. **Activity (20 minutes)**
   Supply typical information from a telephone call to employees to be recorded on blank message forms. Employees could role play telephone calls and record information while speaking or listening to a taped telephone call and record information on a message form.

6. **Summary**
   To summarize, discuss the importance of effective listening and speaking on the job.
YOU WERE OUT

For: Miss Capodice

Date 4/9/86 Time 10:30 am

Mrs. Micheleen

of Community Hospital
312-697-5555. She has

information you wanted

☐ Please return call by 2 pm today

☐ Will phone again.

---

Action Memo

3:23 pm 21 Dec 97

To: Jean Thompson

From: Bill Guiter, Halifax No.

Area Code Telephone No. Ext. Message Taken By
402 360 8231

☐ Pooled ☐ Please Call ☐ Will Call Back ☐ Waiting in Person ☐ Will Return

☐ On Hold ☐ Returned Call ☐ Wished Appointment ☐ Was Here ☐ Requested Fax

☐ File ☐ Draft Ready for My Signature ☐ Provide More Details

☐ Type Draft ☐ For Your Approval & Signature ☐ Keep Me Informed

☐ Type Final ☐ Circulate, Initial & Return ☐ Take Appropriate Action

☐ Make Copies ☐ Return with Comments ☐ Note and See Me

☐ Please Answer ☐ Investigate & Report ☐ Note and Return

☐ For Your Information ☐ Per Discussion ☐ Per Your Request

☐ Returned With Thanks ☐ Note and Destroy ☐ Per Your Fax

COMMENTS:

Mr. Yates received only two
pages of a three page fax
Sent on 20/3/97 and is
requesting the missing page.
Lesson Objectives:

1. To decide what good communication skills are
2. To practice good communication skills "what you say, how you say it" for enhanced customer service
3. To practice good telephone etiquette
4. To avoid communication pitfalls

1. Introduction (30 minutes)

Have learners discuss when and where they require good communication skills on their jobs. Have them discuss how much of their job is carried out over the telephone. Point out the two aspects of telephone conversations:

- what you say (content)
- how you speak (expression, tone)

Brainstorm with learners common telephone errors which some employees may make under certain circumstances. You may want to get at responses such as:

- not speaking clearly (using terminology caller does not understand)
- belittling the caller (talking down to the caller)
- being condescending to the caller
- being inattentive (not focussing enough on the customer and the conversation at hand)
- being abrupt or aggressive

Have learners then come up with ways to avoid these potential pitfalls. You may want them to come up with responses such as:

- use clear language (speak in clear, short sentences)
- avoid making assumptions about what information the caller already has
- avoid using vague words or expressions (use words which have a specific meaning)
- use the caller's name in conversation
- give your undivided attention to the call (not doing more than one task at a time and being forced to put the customer on hold)

2. Activity (30 minutes)

Have learners work in pairs to take turns role playing the following scenarios:
1. Ring: (Tourist Bureau employee answers)"
Caller: "We're looking for a nice quiet place to stay."
Employee: "__________________________"

2. Ring: (Dining room hostess answers)"
Caller: "What time does your dining room close?"
Hostess: "___________________________"

3. Ring: (B&B owner answers)"
Caller: "Your ad says, 'no children', but we've got a twelve and thirteen year old who are very grown up for their ages. Do you have two rooms?"
Owner: "____________________________"

4. Ring: (Motel desk clerk answers)"
Caller: "My husband and I are travelling with our pet Doberman, and we'd like a room for Saturday the 21st."
Desk clerk: (no pets policy) "____________________________"
SECTION 4

OTHER

- References
- Appendices
References

*Alternative Assessment and Technology.* Eric Digest 365312.


"Forms to Facilitate Goal Setting". *Creative Student Assessment.* Literacy and Continuing Education Branch, Manitoba Education and Training. [http://www.nald.ca/CLR/csa/appx_e.htm](http://www.nald.ca/CLR/csa/appx_e.htm).


Walter, Stephen L. Planning a Literacy Program. [http://www.sil.org](http://www.sil.org)

## Appendices

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Appendix 1

Theories and Forms to Facilitate Goal Setting for Employees
Not all employees are specific about what goal they wish to attain during the course of the workplace education program. Often instructors are told that employees simply want to improve their workplace reading and writing skills. It is important to assist learners to set specific goals by having them think about those tasks and abilities at the workplace that require those skills. The following forms can be used to help employees set clearer and more achievable goals.

Forms
-> GOAL SETTING INVENTORY WORKSHEET
-> ACHIEVING OUR GOALS
-> ACTION PLAN
GOAL SETTING INVENTORY: WORKSHEET

1. My specific long term goal is:

2. Ways I will make progress towards this goal:

3. Forces helping achieve goal:

4. Forces working against achieving goal

5. Forces I can change:

6. Ways that I can change them:

Plan to Achieve Goal

1) in two weeks

2) in 3 months
ACHIEVING OUR GOALS

Setting and achieving goals is a lot like planning a trip:

1. Decide on a destination:
   - What do I want?
   - What do I want to achieve?
   - Where do I want to go?
   - What is my GOAL?

   **Points to consider:**
   - Be specific
   - Use clear concise language

2. What are my choices of routes?
   What are the methods of reaching my destination (goal)?
   Consider several options before choosing the most suitable or direct one.

   **Points to consider:**
   - Is this something I can achieve?
   - Do I want to do this? (ownership of goal)

3. What are the road blocks or detours (barriers) that will prevent us from achieving our goals?
   (a) Personal road blocks (within ourselves)
   Examples: Fears, aptitude, abilities, physical strength, personality, values, beliefs, attitudes, prejudices, health, biases.
   What else would you add: _____________________________
   _____________________________

   (b) External road blocks (outside ourselves)
   Examples: family, co-workers
What else would you add: _______________________________________
____________________________________

4. **Points to consider:**

- What are my **strengths**?
- What **resources** do I have -- finances, daycare, family support
- What **information** do I need that I am missing?

5. **What will help me to reach my destination?**

- Breaking the trip into regular pit-stops (**short term goals**)  
- Setting a **time frame** for the trip (I will get there by .....)
- Checking how far I've gone and how far I have to go.
  
  (**Measure** the success
ACTION PLAN

♦ I want ________________________________________________
   ______________________________________________________
   ______________________________________________________

♦ I will do it (starting when, how often, for how long) _______
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

♦ I will do it (where, with whom) ________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

♦ In total, it should cost me ______________________________
   ______________________________________________________
   ______________________________________________________

♦ It is important that I do this because _____________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

♦ The possible consequences are (good and bad) ____________
   ______________________________________________________
   ______________________________________________________

♦ Some excuses I might come up with are __________________
   ______________________________________________________
   ______________________________________________________
Possible back-up plans would be ______________________

____________________________________________________________________

____________________________________________________________________

If I don't reach my goal, I will feel ______________________

____________________________________________________________________

____________________________________________________________________

If I do reach my goal, I will feel ______________________

____________________________________________________________________

____________________________________________________________________
Appendix 2

Determining Readability of Workplace Materials

Fog Readability Index

In order to use workplace materials as assessment tools, you will have to know the approximate reading grade level of the piece of material. To estimate the grade level of education required to read a workplace text with ease, you can use the **Gunning Fog Readability Index**. This index is a standardized test and serves only as a guide. It will not give you information on the complexity of the text, the appropriateness of the vocabulary, any biases which may be present in the reading, whether or not the grammar is correct or whether or not the form or type style are difficult to read.

**Summary of the method:**

(Adapted from "Plain Talk-Clear Communication for International Development" by David Jarmul Volunteers in Technical Assistance, Mt. Rainier, Maryland, 1981)

1. Count about 100 words. Stop at the nearest sentence end.
2. Count the number of sentences.
3. Count the number of hard words (three syllables or more).
   Do not count verb forms in which the third syllable is merely the ending.
4. Find the average number of words per sentence

   \[
   \text{Number of words} \quad \div \quad \text{Number of sentences} = \text{Average sentence length}
   \]

5. Find the percentage of hard words.

   \[
   \frac{100 \times \text{number of hard words}}{\text{Number of words}} = \text{Percent of hard words}
   \]

6. Find the grade reading level.

   \[
   \frac{\text{\% of hard words} + \text{average sentence length}}{\text{Sum}} = \frac{\text{Sum} \times 0.4}{\text{Grade reading level}}
   \]

Example of the FOG Readability Index

The Health and Social Services sector has **experienced significant** growth over the past 10 years, as **unemployment** increased by nearly 30% during this period, and while this growth has levelled off **substantially** in the last five years, **employment** in the first half of 1997 reached a ten year high. At the **provincial** level, growth in this sector is expected to **continue** but at a much slower rate. **However**, employment growth has not been **distributed** evenly across **subsectors** in Health and Social Services. Provincial data suggests that employment in **hospitals** has
experienced a slight decline over the past 10 years, while significant employment growth has occurred in day cares, other social services and non-institutional health care.

Analysis of above text using the FOG Readability Index:

Number of words = 115

Number of words = 115

Number of sentences = 4

Average sentence length= \( \frac{115}{4} = 28.75 \)

Number of hard words = 12

\( \% \text{ of hard words} = 100 \times \frac{12}{115} = 10.43 \)

Grade reading level = 28.75 + 10.43 \times 0.4 = \textbf{15.67}

This answer indicates that readers need skills acquired from more than 15 years of education to read and understand the above text.

It is important to note that the index provides an estimate of the grade level of education required to read a text with ease. However, the index (like all standardized tests) has limitations. The Fog Readability Index cannot tell you any of the following information:

- how the material is written
- how complex the ideas are
- whether or not the context is in a logical order
- whether or not the material makes sense
- whether the vocabulary is appropriate for the audience
- whether the grammar is correct
- whether there is gender, class or cultural bias
- whether the design is attractive and helps or hinders the reader
- whether the material appears in a form and type style that is easy or hard to read
Basic Guidelines for using the FOG Readability Index

Counting the number of words

1. **Hard words repeated**
   Count a hard word as a hard word only once in each sample of 100 words. Count separately different forms of a hard word if each form has a separate meaning. But do not count separately plural forms of the same word.

2. **Contractions**
   Count as one word, i.e., aren't, isn't, won't.

3. **Hyphenated words**
   Count separately whole words that are joined by hyphens i.e. community-level is two words. However, count as one word a prefix joined to a word by a hyphen, i.e., non-nutritious, anti-noise.

4. **Numerals**
   Count as one word each meaningful string of numerals, even if the string has symbols or letters in it, i.e., 1890; $32.50; 4:30; 90\%; 2-1/2. However the following would be considered two words: $50 \text{ million}; 2:30-5:00$

5. **Suffixes**
   Do not count as a hard word any three syllable word made from a two syllable word and one of the following endings: -s -es -ed -er -ly -'s -s' -ing
Give It a Try

Use the FOG Readability Index to find the grade reading level for the following passage.

However, preliminary data for the first half of 1997 indicates that employment in this sector has increased substantially over respective levels last year. Examining public sector employment in the province suggests that employment in the federal government declined over the past 10 years, while municipal government employment remained stable. Provincial government employment has been cyclical over the past 10 years, although it has declined consistently since 1994. In Nova Scotia, employment in the federal government continued to decline during the first half of 1997, while employment in the provincial government increased slightly during this period, however municipal government employment showed substantial increases.

Analysis of the above text using the Fog Readability Index:

Number of words =

Number of sentences =

Average sentence length =

Number of hard words =

% of hard words =

Grade reading level =

Readers need skills usually acquired from _____ years of education to read and understand the above text.
Answer Sheet for FOG Readability Index Activity

**However, preliminary** data for the first half of 1997 *indicates* that *employment* in this sector has increased *substantially* over *respective* levels last year. *Examining* public sector employment in the province suggests that employment in the *federal government* declined over the past 10 years, while *municipal* government employment remained stable. *Provincial* government employment has been *cyclical* over the past 10 years, although it has declined *consistently* since 1994. In Nova Scotia, employment in the federal government *continued* to decline during the first half of 1997, while employment in the provincial government increased slightly during this period, however municipal government employment showed *substantial* increases.

**Analysis of the above text using the Fog Readability Index:**

Number of words = 102

Number of sentences = 4

Average sentence length = $\frac{102}{4} = 25.5$

Number of hard words = 15

% of hard words = $100 \times \frac{15}{102} = 14.7$

Grade reading level = $25.5 + 14.7 \times 0.4 = 16.08$

**Readers need skills usually acquired from more than 16 years of education to read and understand the above text.**
Appendix 3

SKILLS LEVEL ASSESSMENT TOOL
(Prepared for Formation Logistics, Department of National Defense)

Guidelines:

- Always give tasks where the person being assessed can experience some success. For example, if a person has indicated in Part 1 that he/she is a beginning reader, start with a word recognition list. If Part 1 indicates a person is comfortable reading, give them a reading passage with questions?
- Stop the assessment when it is clear that the person is having no success.
- Do not assess skills that a person is clearly competent in or has no interest in.
- Explain that part of the assessment is to help develop a plan for them that will focus on their specific needs. Explain that they do not have to do anything they feel uncomfortable doing.
- When possible give tasks that are associated or related to the person's background, experience and/or interests.

Reading Skills

1. Word Recognition List:

Select word list that is related to employee's work. Ask person to read list out loud. Ask them to skip over words they don't know. Make notes below on what they can or cannot do.

Assessor's Comments:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Reading Passages:

Choose a passage that corresponds with or is slightly below the employee's self-rating of his/her reading level. Ask person to read passage, then ask them the questions about the passage. If they answer the questions easily, move on to the next level and repeat procedure. If necessary, give a third passage.
Writing Skills
Ask employee to choose a subject they would like to write about. If person does not write much, ask them to write a sentence on the subject. If they are comfortable writing, ask them for a paragraph.

Assessor's Comments:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Sentence Writing - (Optional Exercise)
Ask employee to silently read the words in one of the boxes (assessor selects level based on employee’s earlier self-rating). Person is then asked to write at least two sentences using all the words in the box. Discontinue when person is unable to write at least one sentence correctly.

Assessor's Comments: ____________________________________________________
________________________________________________________________________
________________________________________________________________________
Math Skills
Choose the math inventory that corresponds with or is slightly below employee's self-rating of his/her math skills. Ask person to complete the inventory. If they complete calculations easily, move to next level and repeat procedure. Discontinue math assessment when person experiences difficulty completing more than 50% of any inventory.

Oral Communications Skills
Method A:
Ask learner to tell a story about a life or work experience. (Use the Speaking Skills Rating Scale to identify specific skills that are strong or need to be improved to become a more effective speaker).
Method B:
Ask learner to rate their skills using the Speaking Skills Rating Scale as a guide.

*NOTE: Assessor may be able to comment on specific skills based on the assessment process (i.e. self-confidence, listening skills, eye contact).*

Assessor's Comments
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
Reading-Word Recognition
WORD LIST

Log
Bin
Cash
Quote
Term
Roof
Class
Disk
Scrap
Aisle
Theft
Stock
Grid
Price
Sign
Base
Loss
Alarm
WHMIS
Cross Train
WORD LIST

Supply
Repair
Locate
Data
Safety
Issue
Building
Vendor
Reject
Control
Report
Permit
Training
Sequence
Tender
Demand
Order
License
Labour
Dockyard
WORD LIST

Customer
Procedure
Location
Adjustment
Employee
Stocktaking
Commercial
Quantity
Management
Information
Civilian
Operating
Inquiry
Corporate
Formation
Computer
Property
Tension
Equipment
Allotment
WORD LIST

Authorization
Logistics
Commodity
Military
Inventory
Hazardous
Supervisor
Materials
Entitlement
Distribution
Transportation
Requisition
Expenditure
Classification
Vandalism
Representative
Discrepancy
Acquisition
Delivery
Reconciliation
Reading – Comprehension
The captain and crew were excited about their new ship. They had waited a long time for this day. Today the crew was to take the new ship on its first trip to sea. A large crowd had gathered on the dock. Most of the people in the crowd had helped to build and supply the ship. Also, many of the spouses and children of the crew members were present. As the ship pulled away from the dock, a loud cheer rang out. The loudest cheer came from the men and women who had worked so hard to get the ship ready for this day.

Why were the captain and crew excited?

Who were the largest number of people in the crowd?

What happened as the ship left the dock?

Why do you think the loudest cheer was given by the people who had worked so hard to get the ship ready?
Directions: Read the story below. Then answer each question.

The months of October and November were busy for the Project LIFE team. In early October the team found office space in building D-30 in Shearwater Park. Then they wrote and mailed out an information brochure to all employees in Base Supply. In the middle of the month training was received on how to conduct an information session. Early in November the team gave ten briefings to a total of 134 employees. Later, they met with 57 employees who answered questions on the learning needs within base supply. Finally, the team reviewed all the information collected from these meetings and began to write their report.

What was the first thing the team did in October?

About what time in October were the brochures mailed out?

Why did the team meet with 57 employees in November?

How did the team use the training they received in October?

Grade 6/7
The next step in the project is setting up the Individual Needs Assessments (INA). These are informal, one on one interviews between interested employees and an adult educator. These interviews will determine current skill levels, need for support and special interests. The INA will help you to decide what program will best meet your learning goals. Once again, all information that you share is confidential between you and the adult educator. You may ask, "How do I sign up?" You must set up an appointment for an interview with the adult educator. To do this, contact Project LIFE at 460-1011, ext. 1586, between the hours of 7:30 and 4:00 during the period of 5 to 13 February.

What are Individual needs assessment?

What does the word confidential mean in this article?

What steps must you take to schedule an Individual Needs Assessment?

Why is it important for employees to have an interview with an adult educator?
Directions: Read the story below. Then answer each question.

The officers and senior NCMs of 12 Wing enjoyed serving the junior ranks a great turkey feast while a group of Christmas carollers, led by Maj. Bob Simmons, dashed through the show and made the season bright. Those who feasted and those who served had an excellent time. One army corporal who works at the MIR was overhead saying, "I'm having a great time. The food is great, the entertainment is great and the beverage servers are very fast, but do not quote me on that." Sorry, Cpl Remington, we did. Thanks to all, especially the mess hall staff, who made this a memorable event.

Who were the beverage servers?

Why is the writer apologizing to Cpl Remington?

What other activity was going on during the dinner?

Who was the army corporal speaking to when he said, "The food's great, the entertainment is great "?

Grade 10/11
Directions: Read the story below. Then answer each question.

Our battle for pay equity sadly marked its 13th anniversary a few weeks ago. 1997 saw more activists and rank-and-file membership involvement than on any other issue in memory. Hours and hours of dedication have been displayed by members from all parts of the Alliance in this struggle for justice and quality. We had sincerely hoped it would be solved before 1998 rolled around but, at time of writing, it has yet to happen. That is not due to any lack of effort by Alliance members. Working in their communities, PSAC members have placed this issue on the national agenda. The fight for pay equity has shown not only the solidarity of the membership but has given expression to some of the most creative work done on any issue.

In what month and year is it most likely that this article was written?

What does the term **solidarity** mean in this article?

In what ways has the struggle for pay equity helped the Alliance even though it is still an issue?

What happened in 1997 that was so memorable within the history of the Alliance?

Grade 12/>
Writing - Sentence Structure
DIRECTIONS: READ THE WORDS IN EACH BOX.
WRITE A SENTENCE USING ALL THE WORDS.

1. A.

   Hard I Work

_________________________________________

_________________________________________

B.

   Cars Fix Shop

_________________________________________

_________________________________________

2. A.

   Food Serve Staff

_________________________________________

_________________________________________

B.

   Clean Room Day

_________________________________________

_________________________________________
DIRECTIONS: READ THE WORDS IN EACH BOX.
WRITE A SENTENCE USING ALL THE WORDS.

3. A.

Hard  I  Work

_________________________________________

_________________________________________

B.

Cars  Fix  Shop

_________________________________________

_________________________________________

4. A.

Food  Serve  Staff

_________________________________________

_________________________________________

B.

Clean  Room  Day

_________________________________________

_________________________________________
DIRECTIONS: READ THE WORDS IN EACH BOX. WRITE A SENTENCE USING ALL THE WORDS.

5. A.

Wonder Collar After Button

_________________________________________

_________________________________________

B.

Dollar Into Quarter Change

_________________________________________

_________________________________________

6. A.

Directions Carefully Often Necessary

_________________________________________

_________________________________________

B.

Accident By Necessary Obey

_________________________________________

_________________________________________
DIRECTIONS:  READ THE WORDS IN EACH BOX.
WRITE A SENTENCE USING ALL THE WORDS.

7. A.

Supply Function Because Ability

B.

Operate When Dangerous Machine

8. A.

Preventative Maintenance Although Equip If

B.

Certificate Commander Whenever Signature Or
## SKILL ANALYSIS SENTENCE WRITING

<table>
<thead>
<tr>
<th>Level</th>
<th>Level Description</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>First Level</td>
<td>Primary</td>
</tr>
<tr>
<td>2</td>
<td>Second Level</td>
<td>Grade 3/4</td>
</tr>
<tr>
<td>3</td>
<td>Third Level</td>
<td>Grade 5/6</td>
</tr>
<tr>
<td>4</td>
<td>Fourth Level</td>
<td>Grade 6/7</td>
</tr>
<tr>
<td>5</td>
<td>Fifth Level</td>
<td>Grade 7/8</td>
</tr>
<tr>
<td>6</td>
<td>Sixth Level</td>
<td>Grade 8/9</td>
</tr>
<tr>
<td>7</td>
<td>Seventh Level</td>
<td>Grade 9/10</td>
</tr>
<tr>
<td>8</td>
<td>Eight Level</td>
<td>Grade 11/12</td>
</tr>
</tbody>
</table>

* This assessment determines participant's skill to write increasingly complex sentences using correct grammar.
Writing Creative
Directions

Choose any topic you would like to write about. Feel free to write one sentence or a paragraph on the topic.

Topic: ____________________ Name: ______________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
Math - Skill Inventory
You are entitled to one day of annual leave for every four weeks worked. After working forty-eight weeks, how many days of annual leave have you earned?

2nd/3rd Grade
A customer placed a demand for 24 boxes of wood screws from warehouse stock. However, the unit of issue for the screws was EA (each). The quantity on the demand had to be changed. If there are 144 screws in a box, what was the new quantity on the demand? You are required to work four hours overtime on Saturday and six hours on Sunday. You will receive time and a half for Saturday and double time for Sunday. Your hourly rate of pay is $12.00. What is the total amount of money you will earn during these two days?

4th/5th Grade
There are six hundred employees within Formation Logistics. Two hundred have received WHMIS training. What percentage of the workforce has received WHMIS training?

The Customer Account Representative ordered a bulk buy of two hundred batteries from Galaxy Battery. Seventy-five percent are due out to a ship with the remaining batteries available for free stock. How many batteries will be available for free stock?

6th Grade
Two of every five employees in the dockyard live in Dartmouth. What percentage of dockyard employees live in Dartmouth?

An employee submitted a claim for travel allowance. The rate of reimbursement was 36.5 cents per kilometer. The distance travelled was 42.8 kilometers. How much would the employee be reimbursed?
Your computer has a memory capacity of 2.1 GB (gigabytes). There are 1024 MB (megabytes) in a GB. If the memory on your computer is eighty-seven percent full, how many MBs are still free?

Tickets for a 50/50 draw were sold for $1 each. One third of the employees from building 0-200 brought tickets, and one-quarter of the employees from building 0-206 brought tickets. If there are 165 employees in building 0-200 and 92 Employees in building 0-206, how many tickets were sold in total? How much money did the winner of the 50/50 draw receive?
2N - 3 = 11
N = ______

Y/3 - 2 = 0          Y = ______

Y/20 = 3/4          Y = ______

If \( A = 1 \), \( B = -5 \) and \( C = 4 \) solve the following:

\( 2C^2 + AB = \)

What is the measure of \( \angle ACB \) below?

\( C \)

\( A \)  28°

\( 32° \)

\( B \)

9th Grade
Communications - Speaking Skills
<table>
<thead>
<tr>
<th>SPEAKING SKILLS RATING SCALE</th>
<th>Improvement Needed</th>
<th>Acceptable</th>
<th>Very Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is comfortable communicating orally (i.e. body posture and facial expressions are appropriate).</td>
<td></td>
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<tr>
<td>2. Maintains eye contact.</td>
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<tr>
<td>3. Waits for his/her turn to speak.</td>
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<tr>
<td>4. Willingly and confidently engages in conversation.</td>
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<tr>
<td>5. Performs social courtesies, such as greeting others, using titles and making introductions.</td>
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<tr>
<td>6. Speaks at an appropriate volume.</td>
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</tr>
<tr>
<td>7. Rate of speech is understandable.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>8. Adjusts voice inflection for statements, requests, directions, exclamations and questions.</td>
<td></td>
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</tr>
<tr>
<td>9. Pronounces words clearly.</td>
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</tr>
<tr>
<td>10. Does not use stalling devices such as &quot;uh&quot;, &quot;you know&quot; etc.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Does not say the same thing twice.</td>
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<td></td>
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</tr>
<tr>
<td>12. Uses words and phrases related to the subject.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>13. Has a good vocabulary.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>14. Speaks in complete sentences of appropriate lengths.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>15. Uses good grammar.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>16. Maintains focus on the topic.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>17. Gives appropriate responses to questions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Is aware of listener's reaction and responds appropriately.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Talks &quot;with&quot; rather than &quot;at&quot; a person.</td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>Name: ___________________</td>
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**GOALS:**

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**RECOMMENDED PROGRAM:**

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**WORK HISTORY:**

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This is an activity used as part of the Workplace Education Practitioner Training. It is carried out in three steps and uses as a point of departure the trailer inspection checklist and accompanying task analysis. You will find this document at the end of this activity. The three steps include:

- **Brainstorm methods of informal assessment**
- **Identify the skills that need to be assessed**
- **Develop assessment activities for each required skill**

**STEP # 1: Brainstorm methods of informal assessment**

- Prior Learning Assessment and Recognition
- Portfolios (also a curriculum idea)
- Measurable Indicators
- Ongoing
- Skill Demonstration
- Self-Rating Scale (before and end of program)
- Skills Checklist (before and end of program)
- Involvement List (before and end of program)
- Interviews (before and end of program)
- Performance of Job Task (before and end of program)
- Pre- and Post-Class Discussion/Activity

**STEP # 2: Identify the skills that need to be assessed**
Look at the results of the literacy task analysis. Note those skills required to complete the job task.

• Following directions
• Knowledge of technical vocabulary
  • Problem-solving skills: Recognizing defects
  • Compare and contrast
  • Cause and effect
  • Fact and opinion
  • Decision-making
• Math
• Using diagrams
• Documenting/reporting

STEP # 3: Develop assessment activities for each required skill

Following directions
• Give oral or written directions to draw something, i.e., kingpin.
• Give directions and include a blaring mistake. Ask "Where would you be if you followed these directions?"
• Give a written passage and ask employee to pullout steps that are described.
• Ask employee to write down in steps something she/he has to do everyday or ask employee to describe something she/he has to do everyday and you write it down. Ask them to confirm that it is right.

Knowledge of technical vocabulary
• Rewrite technical text in several levels (i.e., basic, intermediate, advanced). Use text to determine comprehension level and knowledge of technical terms.
• Use word list generated by participant and/or instructor
• Prepare a word list with mixture of technical and generic terms. Tell employees that you are trying to learn more about the terms they use at work. Ask them to identify those work terms from the list.
• Ask employees to identify words they have seen around the workplace (from memory or from a prepared list). This may tell you how much print they read or pay attention to in the workplace.
**Problem-solving skill**

- **Recognizing defects**
  Use pictures of equipment with defects. Ask employees to identify the defects.

- **Compare and contrast**
  Show two pictures from the workplace. Ask employees to identify the defects.

Adapt the game TRIBOND

Give words from the workplace and ask employees to come up with 5-10 commonalities

Bring workplace objects into the INA session for comparison and contrast.

- **Cause and effect**
  Use writing samples from the workplace. Change one of the steps in the process and determine how this would affect the rest of the process or the final outcome.

  Ask questions: What's the most important task you do? What happens if you don't do it? What's the effect of missing the defect?

  Ask employee to describe job requirements or use a formal job description. Take out a job task. Ask employee "What happens if...?"

- **Fact and opinion**
  Use workplace memos, newsletter or bring in workplace-related newspaper articles or Internet texts. Identify those words which convey whether facts or opinions are being expressed.

- **Decision-making**
  Use case studies. Ask questions: What decisions are you required to make on the job? What company decisions do you feel you are involved in? How do make a decision? Describe the process you go through.
Math

• Create math problems that involve the use of basic to more advanced math. Sort these problems by level and create math worksheets for each level. For example, one page would include problems requiring only addition and subtraction to solve them. Do not use headings or numbering of problems to ensure format of math sheets do not resemble test or text book exercises (See appendix 3.).

Using Diagrams

• Use workplace floor plan and read together.

• Bring in diagrams, charts, and graphs collected from the floor. Ask employees to describe how they use these documents at work.

• Use flow chart which illustrates a process. Ask employee to describe it.

• Use organizational chart. Ask employee where he/she fits in the chart.

Documenting/reporting

• Bring in pictures of equipment with defects. Ask employee to report the defect in the usual manner (existing form).

• Bring in other forms to promote writing activity: worker's compensation, quality assurance, incident report, internal memo form, etc.

• Ask employees what they document at work. Use the situations provided to engage employees in a writing activity.
Appendix 5

LEARNING STYLES CHECKLIST

Learning by Hearing (Auditory Employees)

☐ I remember things I hear better than things I see.
☐ I learn better when someone explains to me how to do it than when I follow a diagram.
☐ I find it easier to remember a telephone number I have heard than one I have read.
☐ I prefer to listen to the news on radio than to read it in the newspaper.
☐ When I do math, I say the number to myself.
☐ I remember the times tables by saying them to myself.
☐ After I'm introduced to someone, I'm good at remembering her name.

Learning by Seeing (Visual Employees)

☐ I remember what I have seen better than what I have heard.
☐ I remember what happened by seeing the incident in my head.
☐ I remember what I hear by picturing it in my head.
☐ I am good at remembering faces.
☐ When someone says a number, I don't understand it until I see it written down.
☐ I can add simple numbers which are written down better than numbers which are in my head. (e.g., 16 + 24 + 10 + 98)
☐ To remember a car licence number, I picture it in my head.
Learning by Doing *(Kinesthetic Employees)*

☐ When I put something together, I remember how it works.

☐ I remember certain recipes after I've made the dish once or twice.

☐ I like to do things like simple repairs where I can use my hands.

☐ I can learn best if the teacher uses models, experiments and other practical tools to show what she's talking about.

☐ Playing games is a good way for me to improve my math or spelling skills.

☐ I remember telephone numbers if I've dialled them a few times.

Learning in a group

☐ I like learning in a group so I can discuss the work with others.

☐ I enjoy helping other people in the group with their work.

☐ If I need help to do something, I don't mind asking the person next to me.

Learning Alone

☐ I can concentrate best if I work on my own.

☐ It's hard to work if people are talking around me.

☐ I'd be embarrassed to show my mistakes to anyone other than a tutor.

☐ I can't concentrate if people are moving around the room.

(Adapted from Small Group Literacy Handbook, ALSO, Ottawa)
Appendix 6

Literacy Resource Centre
Workplace Education Collection Classification for Titles List

<table>
<thead>
<tr>
<th>LM</th>
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DI  Diversity
HS  Health and Safety
JS  Job Skill Handbooks
LU  Labour/Union
LS  Leadership Skills
MA  Maths
PC  Skills Presentation/Communication
PS  Problem-Solving
RE  Reading
SB  Small Business
TB  Team Building
WR  Writing

AE  Assessment/Evaluation
CC  Customized Curriculum
DI  Diversity
HS  Health and Safety
LU  Labour/Union
LS  Leadership Skills
MA  Maths
PC  Presentation/Communication Skills
PP  Program Planning
PS  Problem-Solving
RE  Reading
RP  Research, Policies, Issues
SB  Small Business
TB  Team Building
WR  Writing

Learner Material Reading Levels
A  1-3
B  4-6
C  7-9
D  10-12
ML Multi-level
Title Report


LM WP WR D  The clear writer's hit squad, Video

LM WP WR ML  Propriety and possibilities: writing in adult basic education programs / Woodrow, Helen Norton, Mary.

TR WP AE  Point yourself in the right direction: work place literacy self-test, final report / Cort, Maureen Disario, Nancy.

TR WP MA  Making sense out of data: level VII teacher guide / Enright, Brian Beattie, John Forouzad, Brenda.

TR WP MA  Making Sense out of Data: Teacher guide, level 5 / Enright, Brian, E Beattie, John Forouzad, Brenda.

TR WP PP  Organizational needs assessment / Frontier College.


TR WP TB  Communications - the next step: PRIDE: people retraining for industry excellence / Pollak, Ave.

TR WP TB  TNT: teams need training /Centre County Vocational-Technical School.
Title Report

TR WP AE  Point yourself in the right direction. : work place literacy self-test, final report / Cort, Maureen Disario, Nancy.


TR WP CC  Focus on communication / Fletcher, Karen Tripp, Connie.

TR WP CC  Profiles and best practices: exemplary vocational special populations programs / Matias, Zipura Burac ...[et al.].

TR WP CC  Project VISIONS; numbers and charts course. enhancing your employment through educational opportunities, Instructor's guide, student workbook and resource manual for the numbers and charts course. / Vitale, Edmund, Jr..

TR WP CC  Project VISIONS; reading for hospital employees I : enhancing your employment through educational opportunities, / Vitale, Edmund, Jr..

TR WP CC  Project VISIONS; reading for hospital employees II: enhancing your employment through educational opportunities, / Vitale, Edmund, Jr..

TR WP CC  Vocabulary for healthcare personnel / Falagrady, Teresa.

TR WP CC  The write stuff: memos and short reports. an offering of step ahead, a partnership for improved health care communication /New Mexico State University I Dept of English.

TR WP CC  Writing curriculum for the workplace: a report prepared by the project staff of the workforce 2000 partnership / Steck, Susan ...[et al.].


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<td>Advanced English as a second language for manufacturing: PRIDE. people retraining for industry excellence / Lewandowski, Carol.</td>
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<td>TR WP PC</td>
<td>Communication strategies at work: PRIDE. People retraining for industry excellence / Pollak, Ave.</td>
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<td>TR WP PC</td>
<td>Workplace communication: meaningful messages / Travis, Lisa Watkins, Lisa.</td>
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<td>Computer programs / Anderson, Tiffoni.</td>
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<td>Diamonite 2000 training manual vol.1 /Ohio State University.</td>
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<td>Exemplary practice in Manitoba: models of quality in literacy programming</td>
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<td>Handbook of ideas for evaluating workplace literacy programs / Mikulecky, Larry Lloyd, Paul.</td>
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<td>Making training connections: Integrating workplace education in small businesses /Lopez-Valadez, Jeanne ...[et al.].</td>
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<td>Communication and problem-solving in the workplace / Consol, Colleen Falagrady, Teresa.</td>
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<td>Problem solving: workplace strategies for thoughtful change / Diller, Janelle Moore, Rita</td>
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<td><strong>TR WP RE</strong> Assessing English skills: reading; a resource book for adult basic education / Harrison, David.</td>
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<td><strong>TR WP RE</strong> Phoenix Closures Inc. curriculum guide, reading and writing: worker education program / Martin, Sabrina Budasi.</td>
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<td><strong>TR WP RE</strong> Reading by doing - teacher's manual: an introduction to effective reading / Simmons, John, S. Palmer, Barbara, C..</td>
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<td><strong>TR WP RE</strong> Vocabulary by doing - teacher's manual: ten steps to a more powerful vocabulary / Beckert, Christine.</td>
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<td><strong>TR WP RP</strong> Bridging literacy and the workplace: occasional paper no. 3 / Vander Marel, Marta, Ed.</td>
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<td><strong>TR WP RP</strong> Effective workplace literacy programs: a guide for policy makers / Mikulecky, Larry Lloyd, Paul.</td>
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<td><strong>TR WP RP</strong> The impact of workplace literacy programs: a new model for evaluating the impact of workplace literacy programs / Mikulecky, Larry Lloyd, Paul.</td>
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<td><strong>TR WP RP</strong> Job literacy: a framework for categorizing skills and assessing complexity / Norback, Judith Shaul Forehand, Garlie A..</td>
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<td><strong>TR WP RP</strong> Schools, mathematics and work / Harris, Mary, Ed..</td>
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<td><strong>TR WP RP</strong> So you want to teach adults / Williams, Elizabeth.</td>
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<td><strong>TR WP SB</strong> Meeting the needs of small and mid-sized businesses: a guide for service providers / Bergman, Terri Kaufmann, Barbara.</td>
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TR WP WR  Business memo writing: PRIDE. People retraining for industry excellence / Lewandowski, Carol.

TR WP WR  Effective workplace writing: writing I / Diller, Janelle.

TR WP WR  Working words: a user's guide to written communication at work / Kindler, Jan.

TR WP WR  Workplace Writing II: writing at work / Diller, Janelle.

TR WP WR  Writing by doing - teacher's manual: learning to write effectively / Hughes, Elaine Sohn, David, A..
Title Report

LM WP HS C  Safety smart! magazine: spring '97 Vol XI, Issue 2
LM WP HS D  Channeling your Donna Reid syndrome / Mercer County Community College.
LM WP JS D  Electromechanical technician skills questionnaire / Anoka-Hennepin Technical College.
LM WP JS D  Medical terminology / Mercer County Community College.
LM WP JS D  Personal performance contracts: setting realistic goals / Fritz, Roger.
LM WP JS D  Taming your time / Mercer County Community College.
LM WP LU D  Employee benefits with cost control: delivering maximum benefits at minimum cost / Luhn, Rebecca, R..
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LM WP LS D  Work survival skills /Mercer County Community College.


LM WP MA D  Beginning excel for nontechnical business users / Amadio, William.

LM WP MA D  Financial basics of small business success: deciding which reports to read and understand / Gill, James, 0..

LM WP MA D  Making sense out of data, level V / Enright, Brian Beattie, John Forouzad, Brenda.

LM WP MA D  Making sense out of data, level VI / Enright, Brian Beattie, John Forouzad, Brenda.

LM WP MA D  Making sense out of data, level VII / Enright, Brian Beattie, John Forouzad, Brenda.

LM WP MA D  Making sense out of data, level VIII / Enright, Brian Beattie, John Forouzad, Brenda.


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<td>50 one-minute tips to better communication: a wealth of business communication ideas / Bozek, Phillip E..</td>
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<td>The art or communicating: achieving interpersonal impact in business / Decker, Bert.</td>
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<td>Communicating with employees: improving organizational communication / Corrado, Frank, M..</td>
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<td>Think on your feet, and avoid putting them in your mouth: tools to communicate clearly and convincingly / Caroselli, Dr. Marlene.</td>
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<td>Improve your reading improve your job: basic reading skills for the working adult / Miller, Jeanne.</td>
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<td>Powerful proofreading skills: tips techniques and tactics / Smith, Debra, A. Sutton, Helen, R..</td>
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<td>Owning and operating a service business / Martin, Charles, P..</td>
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Title Report

LM WP 58 D  Small business planning and management for the first-time entrepreneur / Doster, D. Howard ...[et al.].


LM WP SB D  Understanding financial statements: a primer of useful information / Gill, James, O..
Title Report

LM WP TB D  Building teams for your small business / Maddux, Robert, B..
LM WP TB D  Facilitation skills for team leaders / Hackett, Donald Martin, Charles, L..
LM WP TB D  Rapid team deployment: building high-performance project-teams / Pokras, Sandy.
LM WP TB D  Self-managing teams: creating and maintaining self-managed work groups / Hicks, Robert, F. Bone, Diane.
LM WP TB D  Team problem solving: solving problems systematically / Pokras, Sandy.
Title Report

LM WP WR C  The workplace leadership series: Writing skills, - tape no. 303, foundation program
LM WP WR C  The workplace leadership series, writing skills: No. 303, foundation program
LM WP WR D  Better business writing / Brock, Susan.
LM WP WR D  Easy English: basic grammar and usage / Bonet, Diana.
LM WP WR D  Vocabulary improvement: words made easy / Bonet, Diana.
LM WP WR D  Writing by doing - student book: learning to write effectively / Hughes, Elaine Sohn, David, A.
LM WP WR D  Writing Fitness: practical exercises for better business writing / Swenson, Jack.
# Location of Literacy And Career Resource Centres

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<th>Region</th>
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<tr>
<td><strong>Northern Region and Mi'kmaq Community</strong></td>
<td>60 Lorne Street, Suite 3, Truro, NS B2N 3K3</td>
<td>893-5988</td>
<td>(Literacy and Career Resource Centres)</td>
</tr>
<tr>
<td><strong>Cape Breton Region</strong></td>
<td>c/o Marconi Campus, NSCC, P.O. Box 1042, Glace Bay Highway, Sydney, NS B1P 6J7</td>
<td>563-1312</td>
<td>(Literacy and Career Resource Centres)</td>
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<td><strong>Southwestern Region</strong></td>
<td>c/o Lunenburg Campus, NSCC, 75 High Street, Bridgewater, NS B4V 1V8</td>
<td>543-2376</td>
<td>(Literacy and Career Resource Centres)</td>
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<tr>
<td><strong>Strait Region</strong></td>
<td>c/o Strait Area Campus, NSCC, P.O. Box 1225, 226 Reeves Street, Port Hawkesbury, NS BOE 2VO</td>
<td>625-3761</td>
<td>(Literacy and Career Resource Centres)</td>
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<tr>
<td><strong>Valley Region</strong></td>
<td>c/o Kingstec Campus, NSCC, P.O. Box 487, 236 Belcher Street, Kentville, NS B4N 3X3</td>
<td>679-6203</td>
<td>(Literacy and Career Resource Centres)</td>
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<tr>
<td><strong>Acadian Community</strong></td>
<td>c/o Collège de l’Acadie, 6th Floor, 73 Tacoma Drive, Dartmouth, NS B2W 3Y6</td>
<td>424-5547</td>
<td>(Acadian Literacy Resource Centre only)</td>
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<tr>
<td><strong>Metro Region</strong></td>
<td>Department of Education and Culture, Trade Mart Building, 4th Floor, 2021 Brunswick Street, Halifax, NS B3J 2S9</td>
<td>424-7288</td>
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<tr>
<td><strong>Western Region</strong></td>
<td>Burridge Campus, NSCC, 372 Pleasant Street, Yarmouth, NS B5A 2L2</td>
<td>742-0640</td>
<td>(Career Resource Centre only)</td>
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