Preparing for Employer Essential Skills Workshops
Project Background

- Project Objectives
- Participating Colleges
- Roles and Responsibilities
  - ACCC
  - Essential Skills Experts
  - College Partners
BACKGROUND ON ESSENTIAL SKILLS

• What are Essential Skills?

• Impact of Essential Skills

• Tools for Essential Skills
WHAT ARE ESSENTIAL SKILLS

✓ “enabling” skills that help people perform tasks required by their jobs.

✓ skills that provide workers with a foundation for learning other skills.

✓ skills that enhance the ability to adapt to change.

Workplace essential skills are the Velcro to which other training sticks
1. **READING TEXT** – Refers to reading material that is in the form of sentences or paragraphs such as regulations, letters, memos, and reports.

2. **DOCUMENT USE** – Refers to tasks that involve a variety of information displays including graphs, lists, tables, blueprints, and schematics.

3. **WRITING** – Pertains to tasks involving the completion of documents such as forms and writing text.
4. **NUMERACY** – Refers to the worker’s use of numbers and includes skills involving money, scheduling or budgeting, accounting, measurement and calculation, and estimation.

5. **ORAL COMMUNICATION** – Involves a worker’s use speech to give and exchange thoughts and information.

6. **THINKING SKILLS** – Refers to the worker’s ability to problem solve, make decisions, think critically, plan and organize job tasks, use their memory and find information.
7. **WORKING WITH OTHERS** – Pertains to the skills that workers need to work successfully with others to carry out their tasks.

8. **COMPUTER USE** – Refers to the worker’s use of computers and related equipment to perform their jobs.

9. **CONTINUOUS LEARNING** – Pertains to the worker’s requirement to participate in an ongoing process of acquiring skills and knowledge.
NOTE:
The table gives only two values for charge windings, even though there are four (4) windings. The difference in 55-66a and 55-77a and the 55-66 and 55-77 is probably
NOTE: The table gives only two values for multitabpcharge windings, even though there are four (4) windings. The difference in 55-66 and 55-77 is probably undetectable.
Measuring Complexity Using IALS 500 Point Scale & HRSDC Five-Point Scale
Finding and using information from simple documents; and using key words, numbers, icons and other visual characteristics found in documents.

For example, Material Handlers interpret symbols on labels and product packaging to learn safe handling protocols and guidelines.
Using information contained in simple documents with multiple pieces of information; making low level inferences about information requirements, accurately entering several pieces of information on to forms, finding information using one or two search criteria.

For example, Administrative Clerks interpret employees' schedules and time sheets and use weight tables to determine the price of shipping.
Using complex documents where multiple pieces of information is organized in sections with subheadings. Integrating information from more than one document; combining information entry onto documents.

For example, Human Resource Practitioners read and interpret pay schedules, salary scales and data obtained from organizational charts and employee and customer surveys.
Interpret information organized in multiple sections with one additional component, such as colour coding, scale, perspective and symbols.

For example, Carpenters interpret blueprints, with a high degree of accuracy, to verify measurements, determine the integrity of the plans and report mistakes or omissions.
Interpret complex information organized in multiple sections with two or more additional component, such as colour coding, scale, perspective and symbols.

For example, construction electricians may read and interpret electrical code for special circumstances where various clauses are located and compared to specific situations.
WHERE ESSENTIAL SKILLS FIT WITH TECHNICAL SKILLS

- Essential Skills
- Occupation Specific Skills
- Employer Specific Skills
Heavy investments are made in the area of Essential Skills because of:

1. Canada’s skill deficit
2. Their impact on Canada’s GDP
3. Their impact on safety
4. Their impact on Employment
5. Their impact on earnings
6. The need for valid measure of workplace competency

Essential Skills are ESSENTIAL!
1. CANADA’S SKILL DEFICIT

22 country survey (ALLS) determined the literacy levels of adults and the impact of literacy on economic success and global competitiveness. Used 5 point scale to measure proficiency.

Key Findings:

– Skills have not improved significantly
  • Literacy is firmly linked to economic success and productivity.
  • Changing workplace requires higher levels of literacy
  • Respondents scoring <3 out of 5 lack the skills needed to transfer existing knowledge to new environments.
  • Many Canadian adults have limited literacy skills.
1. CANADA’S SKILL DEFICIT

Performance of Canadians

A significant portion of Canadians are at the two lowest levels in three important essential skill areas: reading text; document use; numeracy.

Jobs for which no post secondary education is necessary increasingly require a minimum of Level 3 in reading text, document use, and numeracy (e.g. cashier, security guard or labourer).

Research indicates that an 1% (5 point) gain in Essential Skills scores, on a per worker basis, would increase Canada’s GDP by 1.5%. This gain would be realized year-after-year.
Research conducted by the Canadian Trucking Human Resources Council shows that workers with reading skills at Level 1 are 176% more likely to be involved in a workplace accident than those at skills levels 3 to 5.
3. IMPACT ON SAFETY

Workers with Level 3 Document Use Skills
3. IMPACT ON SAFETY

Workers with Level 1 Document Use Skills
4. IMPACT ON EMPLOYMENT

1. Many employers use academic credentials, such as the Grade 12 Diploma, to screen job applicants.

2. This practice is risky because:
   - There is no “national” standard for a Grade 12
   - Quality of education varies from region to region
   - The academic nature of the content is different from what is found in the workplace.
In the phrase “a sorrow wandering in the halls of memory” (line 5), the author effectively uses:

a) imitative harmony
b) personification
c) alliteration
d) irony
Building a PLITRON order number

The selection chart is an aid to building a PLITRON part number. In this example, part number 087026201 describes a 500VA toroidal transformer with a dual input (115/230 VAC), 2 x 40 VAC outputs (at 6.25 A each), a potted and drilled center, and stranded leads. (*) Indicates an option which is subject to minimum order.

Courtesy PLITRON Manufacturing Inc., Toronto, Ontario

Test of Workplace Essential Skills
• Human Resources and Social Development Canada (HRSDC)

• Assessments

• Learning Resources
Federal Government devised process to determine the essential skills required of jobs using the IALS 5 point scale.

Essential skill requirements for over 200 NOC job classifications have been determined; over 3,000 interviews across Canada were conducted.
Government has profiled the Essential skill requirements for over 235 NOC job classifications; by 2009 all job classifications will have been profiled.

Each profile provides detailed information about how Essential Skills are used by workers in that job classification.

Research results are available, free of charge in English & French.

http://srv108.services.gc.ca/english/general/ES_profiles_e.shtml
Essential Skills Profiles can be used to:

1. Develop and refine job descriptions
2. Recruit employees
3. Identify training needs
4. Succession plan
5. Other (discussion item)
✓ Assesses the reading, document use and numeracy skills of test takers
✓ Test results are comparable to national occupational standards established by the government.
✓ Uses authentic workplace documents and actual re-created tasks to test skills.
TEST DESIGN

- Pencil & paper test
- Uses a bank of problem sets with varying levels of complexity
- Each test is made up of 20 problem sets involving 60 items
- Test results are reported on a 500 point scale which is broken down into 5 levels
RESULTS REPORTS – INDIVIDUAL

TOWES
CANADA’S ESSENTIAL CREDENTIAL

RESULTS REPORT

Congratulations, you have completed TOWES and earned your Essential Skills Credential.

To help you understand what skills you have acquired, we have included a breakdown of your scores in the table below.

### Skills Levels Achieved

<table>
<thead>
<tr>
<th>Skill Area</th>
<th>Reading</th>
<th>Document Use</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>3 (2)</td>
<td>4 (2)</td>
<td>2 (1)</td>
</tr>
</tbody>
</table>

### Reading Comprehension

- **Comprehension (Level 1)**: 3
- **Comprehension (Level 2)**: 3
- **Comprehension (Level 3)**: 2

### Document Use

- **Document Use (Level 1)**: 3
- **Document Use (Level 2)**: 3
- **Document Use (Level 3)**: 2

### Numeracy

- **Numeracy (Level 1)**: 2
- **Numeracy (Level 2)**: 1

### Demands Occupations in Your Local Area

- **Agriculture Workers**: 33% (Level 2)
- **Automotive Mechanics and Technicians**: 24% (Level 2)
- **Customer Service Workers**: 33% (Level 2)
- **Healthcare Workers**: 20% (Level 2)

### Canadian Occupations

- **Agriculture Workers**: 33% (Level 2)
- **Automotive Mechanics and Technicians**: 24% (Level 2)
- **Customer Service Workers**: 33% (Level 2)
- **Healthcare Workers**: 20% (Level 2)

This information is provided to help you understand how your skills align with current job demands and future opportunities.

### More Information

For more information on the Essential Skills program, visit [www.escc.ca](http://www.escc.ca).

---

**Date:** 11/03/2005

**Test:** G2

**Name:** Joe Client
DATE: 10/15/2004  
TALLY SHEET: BVCCAXXXX  
TEST: GEN201A – (G-Series)  
The TOWES G2 test includes a selection of questions rated between Skill Levels 2 and 3. Test takers who score outside of the range of this test should write a TOWES G1 (Skill Levels 1 & 2) or a TOWES G3 (Skill Levels 3 & 4).  
Test scores are confidential and should be shared only with individual test takers.

<table>
<thead>
<tr>
<th>Test Taker’s Name</th>
<th>Test Code</th>
<th>Reading Text</th>
<th>Document Use</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td># Attempted /23</td>
<td># Correct /23</td>
<td>IRT Score /100</td>
</tr>
<tr>
<td>Joe Client</td>
<td>GEN201A-XXX</td>
<td>23</td>
<td>21</td>
<td>303</td>
</tr>
<tr>
<td>xxxxxx</td>
<td>GEN201A-XXX</td>
<td>23</td>
<td>18</td>
<td>275</td>
</tr>
<tr>
<td>xxxxxx</td>
<td>GEN201A-XXX</td>
<td>10</td>
<td>5</td>
<td>180</td>
</tr>
<tr>
<td>xxxxxx</td>
<td>GEN201A-XXX</td>
<td>18</td>
<td>8</td>
<td>203</td>
</tr>
<tr>
<td>xxxxxx</td>
<td>GEN201A-XXX</td>
<td>23</td>
<td>15</td>
<td>245</td>
</tr>
<tr>
<td>xxxxxx</td>
<td>GEN201A-XXX</td>
<td>21</td>
<td>13</td>
<td>224</td>
</tr>
<tr>
<td>xxxxxx</td>
<td>GEN201A-XXX</td>
<td>23</td>
<td>23</td>
<td>345</td>
</tr>
<tr>
<td>xxxxxx</td>
<td>GEN201A-XXX</td>
<td>23</td>
<td>17</td>
<td>200</td>
</tr>
<tr>
<td>xxxxxx</td>
<td>GEN201A-XXX</td>
<td>20</td>
<td>20</td>
<td>200</td>
</tr>
<tr>
<td>xxxxxx</td>
<td>GEN201A-XXX</td>
<td>17</td>
<td>16</td>
<td>265</td>
</tr>
</tbody>
</table>

* The test taker did not answer at least 70% of the items on the test. The score reported may not be an accurate reflection of the test taker’s ability.

Skill Level scores reported as two numbers i.e. 2(3) indicate that the test taker had a score that was close to the cut-off point between two levels. The primary score is the actual skill level the test taker achieved. The secondary score (in the brackets) represents the complexity level of tasks that the test taker may be able to perform.

For the complete Guide To Interpreting TOWES results, or for information on essential skills tools and resources visit www.TOWES.com

Tally Sheet: BVCCAXXXX
✓ A self-assessment component of the TOWES web site.
✓ Assesses reading text, document use and numeracy skills.
✓ Users can also practice typical tasks and explore career options and skill requirements.

measureup.towes.com
SkillPlan

BC Construction Industry Skills Improvement Council

Resources for Essential Skills at Work

At Work Series:
- Numeracy at Work
- Writing at Work
- Document Use at Work
- Reading at Work (coming in 2005)

Trades Series:
- Tools for the Trade: A Guide to Success in Apprenticeship
- Science for the Trades: An Illustrated Guide to Basic Applications in the Construction Industry
- Numeracy Rules! Pocket Guide, Rulers, & Worksheets (coming soon)

Online:
- How Do Your Skills Measure Up?

Please visit us online at www.skillplan.ca
TEACHING WORKPLACE ESSENTIAL SKILLS

2 day workshop for teachers

60 hour curriculum hardcopy or on-line
Hiring Assessment Essential Skills Checklist www.quillnet.org
<table>
<thead>
<tr>
<th>Essential Skills Needed for this Job</th>
<th>Has person demonstrated that he/she is skilled in this area?</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refers to company’s brochure,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>mission statement, other written</td>
<td></td>
<td></td>
</tr>
<tr>
<td>documentation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Easily fills in written information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>while in your presence.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Answers questions of a numerical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>nature during interview (e.g. hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>related to job, wages, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaks with confidence, making eye</td>
<td></td>
<td></td>
</tr>
<tr>
<td>contact and using correct grammar.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essential Skills Needed for this Job</td>
<td>Has person demonstrated that he/she is skilled in this area?</td>
<td>Observations</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td>----------------------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td><strong>Thinking Skills</strong></td>
<td><em>Takes appropriate amount of time to process a question during the interview and responds creatively.</em></td>
<td></td>
</tr>
<tr>
<td><strong>Problem Solving</strong></td>
<td><em>Answers with thought when presented with a hypothetical crisis situation.</em></td>
<td></td>
</tr>
<tr>
<td><strong>Decision Making</strong></td>
<td><em>Is able to answer adequately when presented with an interview question that requires a decision.</em></td>
<td></td>
</tr>
<tr>
<td><strong>Job Task Planning and Organizing</strong></td>
<td><em>When presented with a sample list of tasks for a typical day, is able to list them in appropriate order with little direction.</em></td>
<td></td>
</tr>
</tbody>
</table>
The CTHRC has developed a series of Essential Skills learning modules aimed at improving the abilities of truck driver carry out their jobs safely.

Visit www.cthrc.com for more information
www.councils.org
• Essential Skills Update

• Essential Skills Applications

• Selling Essential Skills to Business
AN EVOLVING SKILL LIST

CRITICAL THINKING

• Subset of “Thinking” added in 2004

• The process of evaluating ideas or information, using a rational, logical thought process, and referring to objective criteria, to reach a rational judgment about value, or to identify strength and weakness

• Skill Complexity: 4-level scale

• Skill Dimensions: assessment criteria, assessment process, effects of critical thinking
• Levels of complexity are a rating tool by which all skills are measured.

• Complexity levels from 1 (basic tasks) to 4 or 5 (advanced tasks) are assigned to example tasks performed by a worker in a specific job
• ES Profiles
• Tools & Applications
• Workplace Resources
• Authentic Workplace Materials
• Understanding ES & FAQs

http://srv108.services.gc.ca/english/general/home_e.shtml
Challenge:

1. Only a small fraction of workers complete their apprenticeship programs.
2. Low completion rates are affecting employers’ ability to meet production targets, succession plan effectively and control costs.
3. Most sectors are experiencing severe skilled labour shortages.
4. Costs to train apprentices are rising rapidly.
Essential Skills Solution

NAIT, Canada’s largest apprenticeship trainers, uses ES approaches that include:

1. Using TOWES to determine which 1st year carpentry apprentices lack the required level of ES;
2. Offering help to those lacking the required Essential Skills

The following two slides show how NAIT’s use of Essential Skills has lowered drop-out rates and training costs
<table>
<thead>
<tr>
<th>Group</th>
<th>Class Size</th>
<th>Average Completions</th>
<th>Average Provincial Exam Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>29</td>
<td>76%</td>
<td>75%</td>
</tr>
<tr>
<td>2</td>
<td>42</td>
<td>71%</td>
<td>73%</td>
</tr>
<tr>
<td>3</td>
<td>27</td>
<td>96%</td>
<td>81%</td>
</tr>
<tr>
<td>4</td>
<td>29</td>
<td>100%</td>
<td>81%</td>
</tr>
<tr>
<td>5</td>
<td>27</td>
<td>61%</td>
<td>71%</td>
</tr>
<tr>
<td>Total</td>
<td>171</td>
<td>78%</td>
<td>76%</td>
</tr>
</tbody>
</table>
55 Apprentices participated in TOWES G-3 Series Instrument

Analysis indicated that 27 apprentices (49% of class) fell below Level 3 in 2 of the 3 domains (Reading, Document Use, and Numeracy)
Challenge:

1. Professional drivers have low levels of Essential Skills;
2. Industry has high turnover rates;
3. Driver insurance rates are escalating;
4. Safety and environmental standards are increasing
Essential Skills Solution

The Canadian Trucking Human Resource Council (CTHRC) has:

1. Set minimum Essential Skills entrance standards for CTHRC approved training
2. Developed custom trucking versions of TOWES
3. Developed industry-specific essential skills learning modules

Graduates from CTHRC approved training schools receive a 15% reduction in insurance premiums.
• World-wide workforce of 14,600, local plant approximately 300 employees

• Leading supplier of integrated acoustics systems

• Locations throughout the world
Challenge

• Workforce projections identified need to sign new apprentices
• Recognized value of selecting from internal pool of employees
• Need to ensure selected candidates possessed skills to be successful

Result: TOWES administered to potential internal candidates
• Apprenticeship candidates selected from existing workforce

• TOWES administered to potential candidates
• Apprentice trainees selected based on meeting skill level requirements

• A neutral and external assessment tool, based on the actual occupation, supported a transparent selection process
• Local plant medium sized (300 employees)

• Workforce increased seasonally

• Produces ice cream and ice cream products

• International company with many plants across Canada and the around the world
• New technology to be introduced with tight timelines for training and product launch

• Employees selected to operate machinery needed to be quickly and successfully trained

• Result: TOWES administered to selected employees
• TOWES administered to ensure required Essential Skills foundation for training

• Administered on site

• Results shared and interpreted for both employer and employees
• Additional training content identified to be included in technical training

• Based on TOWES results, additional staff tested

• Training needs will be identified from results
  “I wish I’d known about this test earlier.”
  - Nestle manager
“Doing it right the first time” guides all employees in performing their jobs to achieve this objective

- Local plant medium-sized (230 employees)

- Manufactures synthetic fibres, multifilament yarns, injection molding and extrusion resins, nylon, fibreglass and polyester tire cord fabrics, and rubber coated industrial fabrics

- Market: International
• Employees were interviewed regarding tasks, processes and the documentation required to complete them

• Job procedures and appropriate Essential Skills Profiles reviewed with HR staff

• Job procedures revised to include Essential Skills information
• Employees needed to understand and apply the skills and abilities necessary to carry out tasks right the first time

• Result: Using Essential Skills Profiles, job procedures were revised to help employees “do it right the first time”
• Employees clearly understand tasks and skills required to “do it right”

• Job procedures clearly identify required skills for recruitment and training purposes

“I understand what I need to know to do what is expected of me”

 -employee, Firestone Textiles
"Our Local union fully supports the TOWES testing process. CAW Local 103 and Ontario Northland have included TOWES as part of our process for the hiring of all of our Skilled Trades Apprentices since spring 2005. TOWES is a fair, non discriminatory and accurate assessment of an individual's ability in reading, document usage and numeracy; we believe it is a valuable tool in our assessment process."

Brian Kelly
President
CAW Local 103
Challenge:

1. Low Aboriginal workplace participation rates affecting employers’ ability to meet production and equity targets;

2. Aboriginal populations are generally less well educated.
Essential Skills Solution

Diavik Diamond Mines (NWT) uses ES approaches that include:

1. Testing all production workers after being hired, using TOWES;
2. Using test results to place workers at jobs suited to their essential skills abilities;
3. Providing all workers with on-site essential skills training during non-work hours
4. Promoting workers to higher pay, higher skill jobs as their essential skills improve
Challenge:

1. Language issues can slow the speed at which immigrants transition into the Canadian labour market;
2. Foreign trained immigrants may not have their credentials recognized in Canada;
3. Immigrants are ethnically diverse and their prior training and education may not directly match the requirements of Canadian employers.
Essential Skills Solution

Palliser Furniture Ltd., a manufacturer with 5,200 employees uses ES approaches that include:

1. Providing on-site training to help workers improve reading, writing and numeracy skills;

2. Helping workers develop strong oral communication skills through English as a second language training.

“It’s good business for us to make these people effective in our workforce”
Challenge:

1. Many small businesses do not have human resource staff and their workers wear many hats.
2. Little time is available for training
3. Financial resources are constrained
Essential Skills Solution

Dura-belt, a belt manufacturer with 35 staff, uses ES approaches that include:

1. Conducting needs assessments
2. Using an asset-based model that builds on existing worker proficiencies
3. Providing on-site training to help workers improve ES skills

“The more I know, the more I am capable I am”
Durabelt Employee
APPLICATIONS – USING ES WITHIN LARGE BUSINESSES

Challenge:

1. Many large businesses run complex operations 24/7

2. The time available for worker training is limited

3. Financial resources are constrained
APPLICATIONS – USING ES WITHIN LARGE BUSINESSES

Essential Skills Solution

Minas Basin Pulp & Paper, a 24/7 operation employing 240 workers, uses ES approaches that include:

1. Using ES for GED preparations

2. Providing on-site training to help workers improve computer skills, numeracy and document uses skills
Outcomes

- Paper machine efficiencies exceed 80%
- Absenteeism dropped over 40%
- More than 25% of employees have benefited from Workplace Training
- 75% obtained GED or completed all 5 components
- 13 employees passed a math refresher course
- Accident rates dropped from 19.88 in 2003 to 1.5 in 2004
Approaches to selling

Different strategies include:

- E-Marketing
- Direct Mail Marketing
- Websites
- Media Advertising
- Personal Selling

Essential Skills and TOWES require “High Touch” strategies
High Opportunity customers are those businesses that are more likely to use Essential Skills approaches.

What characteristics are shared by these businesses?
Our high opportunity business customers are:

✓ Relatively large and have HR departments. May be unionized.

✓ Involved in high risk activities, such as transporting dangerous goods & manufacturing.

✓ Experiencing problems due to the shortage of skilled labour, an aging workforce, or new legislative requirements.
RESOURCES TO HELP SELL ESSENTIAL SKILLS

✔ Research (IALS, CTHRC, etc)
✔ TOWES Website
✔ HRSDC Website
✔ Case studies
✔ Story telling & anecdotes
Essential Skills’ Return on Investment includes:

- Stronger safety performance
- Increased productivity
- Fewer rejects and lower material costs
- Stronger compliance with regulations
- Lowered hiring costs and better employee retention
Objections are reasons that potential customers might use for not adopting an Essential Skills approach.

What are some objections that customers might use?
“I’m not interested because…”

✓ It’s too expensive.
✓ Our union will object.
✓ We don’t don’t have literacy-related issues.
Possible responses…

✓ ES tests (i.e. TOWES) can be implemented for free by having applicants pay for the assessment.

✓ The cost of an ES tests is a small price to pay for ensuring your workers are productive and safe.

✓ Run a small pilot with 10 employees first to see how it works.

✓ How much would your company save if you could identify and help your high risk workers.

✓ How much more would your company make if it could select people who had the skills to work safely and productively.
Union-Based Objections

Possible responses…

✓ Tests as TOWES were developed in consultation with unions.
✓ ES tests help create safer work environments for union members.
✓ The tests must be fair and reliable. Unlike academic tests, it measures the skills required for the job.
✓ Essential skills can be taught. Workers with skill gaps can be helped.
✓ Unions aren’t involved in the hiring process so ES tests can be used to help select people without the union’s involvement.
Possible responses…

✓ Are you satisfied with your company’s safety record?
✓ Are you satisfied with your company’s profitability?
✓ Is your staff turn-over rate costing money?
✓ Are you happy with how well workers meet quality standards?
The information package is designed to...

1. Generate interest by creating needs and presenting solutions; and ultimately
2. Result in a face-to-face meeting
What company needs can be addressed through Essential Skills
POTENTIAL COMPANY NEEDS

Need for improved:

- Safety performance
- Productivity
- Quality assurance
- Compliance with regulations
- Staff recruitment
Safety Performance:

Research shows that people with higher levels of essential skills have stronger safety performance.

Companies would improve their safety records and reduce costs for workers' compensation by using ES tests to determine which job candidates or employees are at risk.
Key Message:

Research by the Government of Canada indicates that our workforces’ level of essential skills has huge impact on Canada’s GDP.

Companies would improve the performance of their workforce by using ES tests to determine which job candidates/employees have weak skills and by providing interventions.
**Key Message:**

Quality is a key driver in most companies. So everyone needs to be able to read, understand and follow directions. Workers with skills at Level 3 or higher have the skills needed to understand processes and meet the quality standards.

Use ES tests to determine which job candidates or employees have the required skills.
Key Messages:

A worker’s reading ability must be strong enough for them to understand notices, memos, quality procedures and health and safety regulations.

Use ES tests to ensure that job candidates and existing have the reading skills needed to understand and apply complex information.
Staff Recruitment:

A grade 12 education no longer guarantees that a person has the skills needed to work productively and safely on the job. And, it is dangerous to assume that a job candidate has skills based on their previous work experience.

Use ES tests and HRSDC job profiles to ensure that job candidates have the required essential skills for the job.