



# Essential Skills in Canadian Workplaces

## FINAL REPORT

*Ce rapport est également disponible en français*

Submitted to:

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# TABLE OF CONTENTS

<b>Executive Summary .....</b>	<b>iii</b>
<b>1. Introduction .....</b>	<b>1</b>
1.1 Background and Objectives .....	1
1.2 Methodology .....	2
<b>2. Awareness/Perceived Importance of Essential Skills.....</b>	<b>5</b>
2.1 Awareness .....	5
2.2 Importance .....	8
2.3 Implications .....	13
<b>3. Profile of Essential Skills Training .....</b>	<b>17</b>
3.1 Types and Extent of Training .....	17
3.2 Rationale.....	20
3.3 Method.....	21
3.4 Impacts/Benefits.....	22
3.5 Barriers .....	23
3.6 Training Among Specified Groups.....	26

- APPENDIX A: Questionnaires (English and French)  
APPENDIX B: Response Rate Table  
APPENDIX C: Detailed Tables (under separate cover)



# EXECUTIVE SUMMARY

- To examine perceptions surrounding “Essential Skills” in the workplace, EKOS conducted a survey with 1,500 interviews with employers in Canada. A sample of this size has a margin of error of +/-2.5 per cent for the sample overall at a 95 per cent confidence interval (i.e., 19 times out of 20). This sample size permits profiling of sub-group results and differences based on a number of organizational characteristics (e.g., size, region, sector). The surveys were conducted during February and March, 2007.

## *Awareness*

- Awareness of the term “Essential Skills” seems high with nearly four in ten saying they are very familiar. On the other hand, a large majority of employers who are familiar with the term believe that it is most accurately defined as the minimum skill set needed for a specific position.
- Employers cite skills that are specific to their respective jobs as being the top example of Essential Skills in their workplace. Considerably fewer believe it to be a common set of transferable skills required for any job.

## *Importance*

- Oral communication and working with others are the top-rated skills among employers.
- However, when examining what employers in relation to the level of employees’ skills in the workplace, we find the largest gap in the area of “thinking skills”.
- Nine in ten employers say that “Essential Skills” are very important for improving customer satisfaction, the overall success of the organization and improving the productivity of employees.

## *Implications*

- In an open-ended question, employers cite a variety of implications of having low skills. “Poor customer relations” is listed as the top implication although by only a slim margin.
- Improved productivity, customer relations and increased sales/revenue are seen as the top benefits to having employees with strong Essential Skills.
- When asked to rate a series of potential implications, lower productivity and the inability to do a range of tasks are listed as the top two mentions (although they lead by only a slim margin). The inability to diversify and not being able to keep up with technology receive significantly lower ratings than all of the options tested.

### *Training*

- Informal training is more prevalent than formal training, although majorities of employers rate both as being a high priority.
- Employees have received the most training in working with others and oral communication (which were listed as the two most important types of skills in a previous question).
- On the job training is by far the most frequently used method of receiving Essential Skills training.
- Training is most often used to improve productivity in an organization.
- Almost equal majorities of employers say that the outcomes were measured in terms of employee satisfaction and performance, client satisfaction and performance of the organization as a whole.
- Organizations that choose to not offer Essential Skills training do not do so either because these skills are a job requirement or are not required on the job.
- Most employers say that their organization does not plan to offer Essential Skills training.
- The single greatest barrier to furthering the development of employees' Essential Skills is the lack of time.
- Most employers have youth employees but only roughly two in ten each have employees who are Aboriginal or recent immigrants. Of these three groups, youth receive the highest amount of training in Essential Skills.

#### **MORE INFORMATION**

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To obtain more information on this study, please send an email to [por-rop@hrsdc-rhdsc.gc.ca](mailto:por-rop@hrsdc-rhdsc.gc.ca)

# 1. INTRODUCTION

## 1.1 BACKGROUND AND OBJECTIVES

### a) Background

Since the early 1990s, researchers in Canada and in other countries have examined and described the core skills that are used by people in day-to-day life and in their work. In Canada, the Essential Skills Research Project (ESRP) was established in 1994. This project resulted in the identification of nine Essential Skills – a set of transferable skills common across most occupations and used in daily life. The nine Essential Skills are:

- **Reading text.** Reading materials in the form of sentences or paragraphs.
- **Document use.** Tasks that involve a variety of information displays in which words, numbers, symbols and other visual characteristics (e.g., lines, colours or shapes) are given meaning by their spatial arrangement.
- **Numeracy.** Using numbers and thinking in quantitative terms to complete tasks.
- **Writing.** Writing text and writing in documents, such as filling in forms, and non-paper-based writing such as typing on a computer.
- **Oral communication.** Using speech to give and exchange thoughts and information.
- **Working with others.** Employees working with others to carry out their tasks.
- **Thinking skills** (including problem solving, decision making, critical thinking, job task planning and organizing, and significant use of memory and finding information). The process of evaluating ideas or information to reach a rational decision.
- **Computer use.** Using different kinds of computer applications and other related technical tools.
- **Continuous learning.** Workers participating in an ongoing process of acquiring skills and knowledge.

In addition to the identification of Essential Skills, the ESRP has also developed a series of occupational profiles (about 200) which describe how Essential Skills are used in different jobs and at what level of complexity. Authentic Workplace Materials (materials such as forms, tables) have also been collected to illustrate how workers use Essential Skills.

## b) Objectives

Human Resources and Social Development Canada's Workplace Skills Branch manages the Essential Skills Initiative the goal of which is to improve the Essential Skills levels of Canadians entering or in the labour market by optimizing participation, facilitating transitions and improving productivity in the workplace. ESI does this through the following means: conducting research that will expand the knowledge base on Essential Skills; increasing awareness and understanding of Essential Skills; building capacity among stakeholders to integrate Essential Skills into workplace training and human resources practices; and providing contributions funding to support the development of workplace tools and applications.

This quantitative survey aims to provide HRSDC with statistically reliable quantitative data related to various issues surrounding "Essential Skills" in Canadian workplaces. Some of the key issues examined in this report include awareness and perceived importance of "Essential Skills", the extent of employee participation and organization investment in Essential Skills training, barriers to investing in Essential Skills training and organizational characteristics as they relate to Essential Skills in the workplace.

## 1.2 METHODOLOGY

To examine perceptions surrounding "Essential Skills" in the workplace, EKOS conducted a survey with 1,500 interviews with employers in Canada. A sample of this size has a margin of error of +/- 2.5 per cent for the sample overall at a 95 per cent confidence interval (i.e., 19 times out of 20). This sample size permits profiling of sub-group results and differences based on a number of organizational characteristics (e.g., size, region, sector). The surveys were conducted between February 15 and March 16, 2007.

The sample was drawn from randomly selected businesses across Canada. Care was taken in the selection of the responding individual within the contacted organization. For smaller firms, the owner/operator of the establishment was interviewed. For larger firms, a screening question was carefully crafted to identify the most senior individual within the contacted location who was responsible for human resource decisions and personnel matters within the firm.

Prior to the interviewing period, the questionnaire went through a round of pre-testing in early February, 2007 with a total of 30 respondents (in both official languages). The test was conducted in order to gauge the flow and clarity of the survey instrument. Before the final survey was fielded a small number of revisions were made to the survey instrument in close consultation with the client. The post test revisions were made in order to clarify certain questions and to adjust the focus of others questions. The full survey questionnaire can be found in Appendix A.

Fieldwork for this project was conducted by highly trained interviewers at EKOS' call centres in Ottawa and Edmonton. Throughout the data collection, survey supervisors continuously monitored interviewing to ensure consistency of questionnaire administration and interviewing techniques. Up to eight



call-backs were made to each member of the sample for which initial attempts at contact were unsuccessful. Follow-up calls were made on subsequent days, at varying time periods to maximize the potential for reaching a respondent. Appointments were made for respondents wishing to reschedule a survey. Daily electronic records were kept of all calls made, whether successful (i.e. interviews completed or appointments made) or not.

Once the survey collection was completed, data were reviewed for the purposes of coding open-ended responses and general cleaning (e.g., based on skip patterns and for unusual outliers). The overall survey results were weighted in the analysis to reflect population proportions in terms of region and business size.

**Table 1: Overall Sample Characteristics**

	Percentage	Sample Size	Margin of Error (%)
<b>Overall</b>	<b>100%</b>	<b>1,501</b>	<b>2.5</b>
<b>PROVINCE/TERRITORY</b>			
British Columbia	14%	208	6.8
Alberta	14%	213	6.7
Prairies	14%	214	6.7
Ontario	27%	401	4.9
Quebec	18%	264	6.0
Atlantic	13%	201	6.9
<b>ORGANIZATION SIZE</b>			
1-4 employees	9%	131	8.6
5-19	20%	290	5.8
20-99	40%	585	4.1
100+	32%	469	4.5
<b>LOCATIONS IN CANADA</b>			
Single	82%	1,232	2.8
Multiple	18%	269	6.0
<b>SECTOR</b>			
Private	86%	1,262	2.8
Public	14%	208	6.8

<sup>1</sup> Calculated at the .05 level (i.e., 19 times out of 20).

	Percentage	Sample Size	Margin of Error (%)
<b>INDUSTRY</b>			
Primary	4%	62	12.5
Construction	9%	135	8.5
Manufacturing	12%	187	7.2
Retail	17%	258	6.1
Finance	6%	92	10.3
Education/health	8%	113	9.3
Services	32%	485	4.5
Other	11%	164	7.7
<b>YEARS IN OPERATION</b>			
Less than 10 years	25%	314	5.5
10-19 years	26%	331	5.4
20-29 years	22%	278	5.9
30 years or more	27%	336	5.4
<b>UNIONIZED EMPLOYEES</b>			
Yes	10%	152	8.0
No	90%	1,338	2.7
<b>TRAINING SEEN AS A PRIORITY</b>			
Yes	83%	1,242	2.8
No	17%	259	6.1
<b>FAMILIARITY WITH TERM ESSENTIAL SKILLS</b>			
Yes	13%	199	7.0
No	87%	1,302	2.7

## 2. AWARENESS/PERCEIVED IMPORTANCE OF ESSENTIAL SKILLS

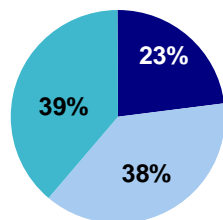
### 2.1 AWARENESS

The term “Essential Skills” seems problematic. Roughly three-quarters of employers (77 per cent) say that they are at least somewhat familiar with the term “Essential Skills” with nearly four in ten (39 per cent) saying that they are very familiar with the term. Nearly one-quarter of employers (23 per cent) are not familiar with the term at all.

On the other hand, as a follow-up question, employers were asked to define the term “Essential Skills”. The large majority of employers (76 per cent) believe that the term refers to the minimum skill set that is necessary for a specific position. In fact, it is only a relatively small minority of less than two in ten (17 per cent) that believe the term refers to basic or transferable skills. So, although almost half believe that they know what the term means, only in six really do understand the term as it has been defined by the Government of Canada. Further, respondents that understand Essential Skills to be common, transferable skills are no more likely than others to say that they are familiar with the term

#### Familiarity with Essential Skills

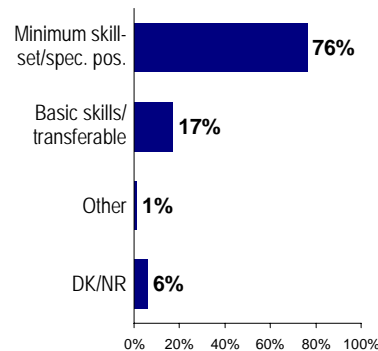
“To what extent are you familiar with the term Essential Skills? Would you say you are very familiar, somewhat, or not at all?”



■ Not at all familiar  
 ■ Somewhat familiar  
 ■ Very familiar

n=1501

“What do you consider to be the meaning of the term Essential Skills?”



n=1256

Looking at the results for familiarity with the term “Essential Skills” by demographic subgroup we find that:

- Quebec firms are significantly more likely to say that they are familiar with the term “Essential Skills” (93 per cent familiar overall; 62 per cent very familiar) than is the case in the rest of the country. Perceived familiarity is notably lower in BC and Alberta with roughly one-third each (34 and 33 per cent, respectively) saying they are not at all familiar with the term.
- Claimed familiarity with the term is higher in businesses with multiple locations across Canada and tends to increase with business size. The term also has more resonance among public sector employers (that also tend to be larger) than among their private sector counterparts.
- Familiarity is understandably higher in organizations that place a high priority on training than among those that do not. High levels of familiarity also tend to increase with the size of an employer’s organization.

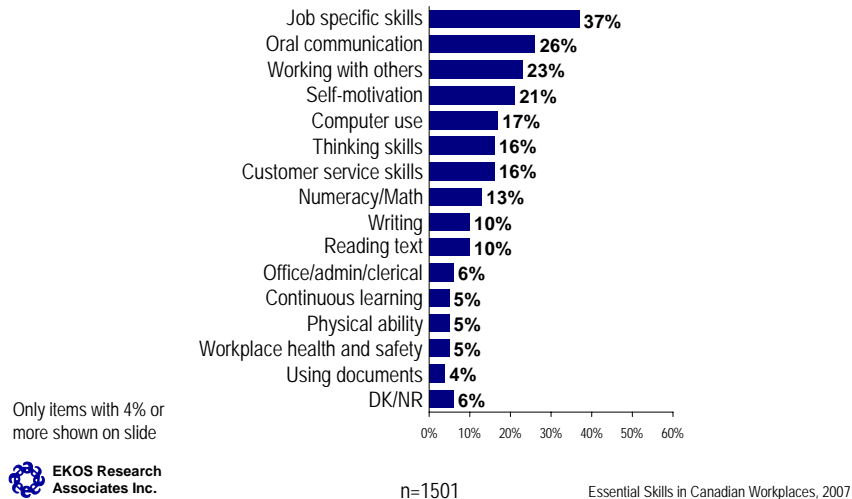
In terms of identifying the specific meaning of the term, we find some significant demographic variations:

- Employers in Ontario (81 per cent) are more likely to say that “Essential Skills” refer to the minimum skills necessary for a specific position. BC employers (30 per cent) are almost twice as likely as average to say the term refers to basic/transferable skills. So, although organizations in BC are less apt to think they understand the term, in fact, they are more apt to have a common understanding of it with the federal government.
- Employers in businesses with one location in Canada are more likely than those with multiple locations to believe the term refers to the minimum skills necessary for a specific position.
- In terms of the industry in which employers work, we find that those in social services and scientific/technical areas are more likely than average to cite the minimum skills necessary for a specific position, while those in retail are more apt to say that it refers to basic/transferable skills.

After being offered a common definition of Essential Skills (as commonly used, transferable skills), employers were asked to delineate which skills they thought were “Essential Skills” for their own workplace. More than one-third of employers refer to skills that are specific to their particular job (37 per cent), while roughly one-quarter each mention oral communication (26 per cent) and working with others (23 per cent). Two in ten say that self-motivation (21 per cent) is an “essential skill”, and slightly less than two in ten each say computer use (17 per cent), customer service skills (16 per cent) and thinking skills (16 per cent) are “Essential Skills” in their workplace. Numeracy/math is seen as essential to 13 per cent of employers. All other responses are given by ten per cent of employers or less.

## Perception of Essential Skills [Unprompted]

“Thinking of your own workplace, what kinds of skills do you consider to be Essential Skills?”



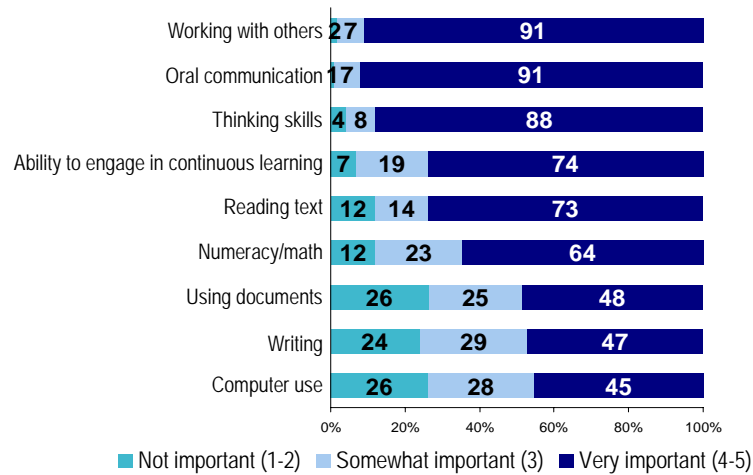
- Regionally, job specific skills are much more prevalent in Atlantic Canada (51 per cent) and Alberta (46 per cent). Employers in Ontario are more likely to say that working with others is an essential skill in their workplace (31 per cent).
- Public sector employers tend to score higher than average for several key skills, specifically, public sector employers rate computer use, continuous learning, oral communication and reading and writing.
- Employers in the construction and manufacturing sectors rate job-specific skills higher than average while those working in social services and scientific/technical areas rate oral communication and self-motivation higher than average.
- Job-specific skills rate slightly higher among those who do not place a high priority on training and are not familiar with the term Essential Skills.

## 2.2 IMPORTANCE

Employers were asked to rate a series of skills both in terms of their importance and in terms of the level of their employees' skills in each area. Oral communication (91 per cent saying "very important") and working with others (91 per cent) are seen by employers as the two most important skills for their employees to have. A slightly smaller number of employers rate thinking skills (88 per cent) highly. Reading text (73 per cent) and the ability to engage in continuous learning (74 per cent) are both seen as important skills by roughly three-quarters of employers. Numeracy and math (64 per cent) are seen as important by two-thirds of employers. Other skills were rated as important by less than half of employers.

### Importance of Specific Skills

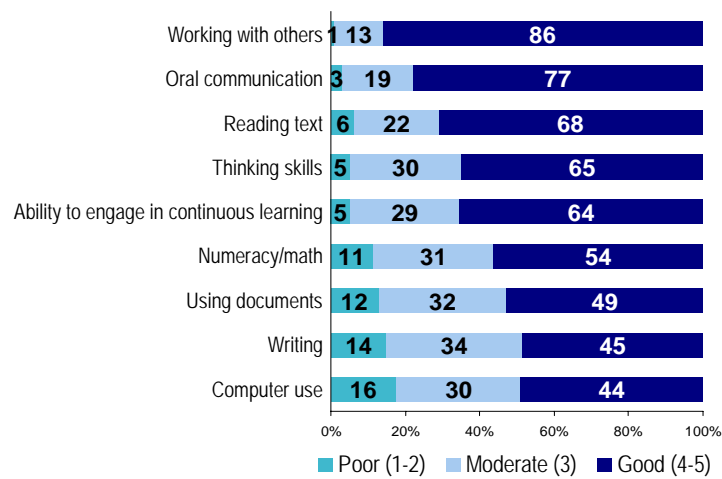
"How important is it that the employees have skills in...?"



In addition to rating the various areas in terms of relative importance, employers were also asked to rate the level of their employees' skills in these key areas. Employees are ranked highest for the skills that employers also deem to be the most important. Large majorities of employers rate employees highly on working with others (86 per cent) and for their oral communication skills (77 per cent). Nearly equal majorities of employers rate their employees highly on their skills in reading text (68 per cent), thinking (65 per cent) and continuous learning skills (64 per cent). Slightly more than one half (54 per cent) of employers rate their employees highly for their numeracy/math skills while, in all other areas, employees receive a lower than majority rating.

## Rating of Specific Skills

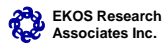
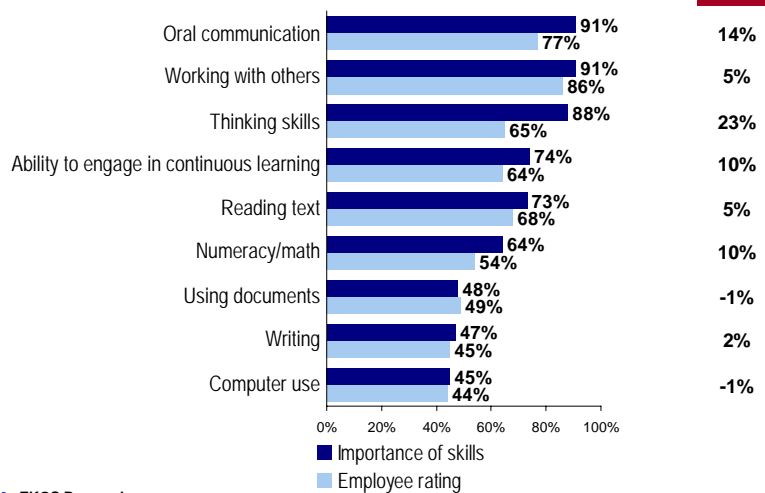
"How would you rate the level of employees' skills in...?"



Results for the importance of these skills were mapped against the rating of the skills of employees in the analysis for the purposes of understanding where the greatest gaps lie. With the exception of the three least important items, there is a gap of five per cent or more for each of the items tested. The largest gap, by a significant margin, is found with employees' thinking skills (23 per cent difference), whereby the perceived importance outstrips the actual skill level rated by employers by a fair margin. Oral communication (the most important skill for employers) also shows a large gap (14 per cent), with skill levels falling quite a bit short of where employers might like them to be, given the importance they place on them. Numeracy and math, while less important than some other skills, nonetheless show a significant gap at 10 per cent.

### Importance and Rating of Specific Skills

"How important is it that the employees have skills in.../  
How would you rate the level of employees' skills in...?"



n=1501

% high (4-5)

Essential Skills in Canadian Workplaces, 2007

- Regionally, employers in Atlantic Canada are significantly less likely than average to say that oral communication is very important (81 per cent). Atlantic employers are also more likely to value reading text (81 per cent) as are employers in BC (83 per cent) and Ontario (83 per cent). Employers in the Prairies are more likely than average to say that thinking and writing skills are important (95 per cent). Employers in Quebec value writing (34 per cent) and numeracy/math skills (46 per cent) least among all regions.
- Private sector employers are more likely than those in the public sector to rate reading text and numeracy/math as being highly important. Private sector employers are also more than twice as likely as those in the public sector to say that computer use is not important. Public sector employers tend to place a higher than average value on thinking skills and writing.
- As might be expected, employers who place a priority on training, rank each of the items higher in importance than those who do not.



- Looking at industry sectors, those in the social services and scientific/technical fields rank thinking skills higher than those in other sectors while those in the financial field are more likely to rate reading text, using documents and numeracy/math higher than other sectors. Writing is rated highest in financial, social services, and scientific/technical sectors.
- When rating the skills of their employees, Atlantic employers provide higher than average ratings for reading text (81 per cent), numeracy/math (68 per cent), writing (60 per cent) and thinking skills (78 per cent).
- High ratings tend to decrease for many of the skills on the list. Oral communication, working with others, thinking skills, reading text and numeracy/math all have a tendency to decrease with the size of a company in terms of high ratings for an organization's employees.
- Similar to the findings in the previous question on importance, those who place a priority on training, rate their employees' skills higher in each of the key areas than those who do not.
- Reading text and oral communication are rated higher by those in financial, social services and scientific/technical sectors. Employers in the social services and scientific/technical sectors are also more likely to rate their employee's abilities in computer use, working with others and continuous learning higher than other sectors. Employers in financial industries are much more likely to rate their employees highly on using documents and writing.

“Essential Skills” are seen as very important in four key organizational areas by employers across Canada. In fact, slightly more than nine in ten employers say that “Essential Skills” are very important for improving customer satisfaction (95 per cent), the overall success of the organization (93 per cent) and improving the productivity of employees (91 per cent). A smaller number, although still a large majority, cites Essential Skills as being very important in adapting to organizational or cultural change (77 per cent).

## Implications of Good Essential Skills



n=1501

Essential Skills in Canadian Workplaces, 2007

- Regionally, importance ratings are consistently high for improving customer satisfaction, the overall success of the organization and improving the productivity of employees. Employers in the Atlantic (84 per cent) tend to place a higher importance rating on the role of good “Essential Skills” in adapting to organizational or cultural change.
- The role of good Essential Skills in adapting to organizational or cultural change is seen as very important among organizations with multiple locations and tends to increase in importance with the size of an organization.
- As might be expected, for each of the areas tested, those who set a priority on training are more likely to say that good Essential Skills training is important.
- The tendency to say that good Essential Skills are very important to adapting to organizational/cultural change increases with the size of an organization.

## 2.3 IMPLICATIONS

Employers across Canada cite a number of cost implications of not having employees' "Essential Skills" be up to their requirements. Nearly one-quarter listed poor customer relations (24 per cent) while training costs (20 per cent) and reduced productivity (20 per cent) are cited by nearly equal numbers of employers. Reduction in sales (19 per cent) and human resources costs (15 per cent) are also seen as slightly less important implications while one in ten (11 per cent) employers cited poor internal communications. Financial costs of errors (6 per cent) also registers on the list, but is cited by a small number of employers.

### Cost/Implications of Low Skills [Unprompted]

"From what your organization has experienced with employees in the past, what are the greatest costs or implications for the organization when employees' "Essential Skills" are not up to your requirements?"



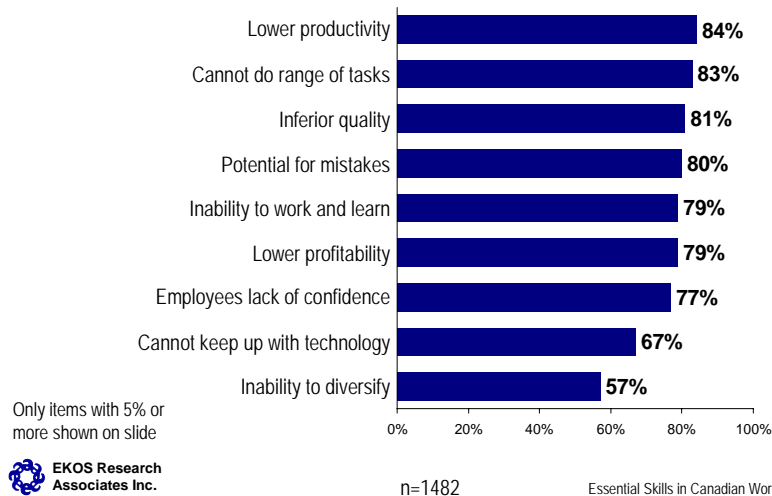
- Employers in the Prairies (32 per cent) are much more likely than average to say that poor customer relations would be the top cost implication of not having employees' Essential Skills be up to par. Employers in Alberta (24 per cent) and Ontario (25 per cent) are slightly more likely than average to say that training costs would be the top implication while employers in Quebec (24 per cent) and Alberta (24 per cent) are more likely to cite a reduction in sales.
- As might be expected, employers in the private sector are twice as likely as their public sector counterparts to cite a reduction in sales as being the top implication. Public sector employers, however, are more likely to see a reduction in productivity as the top implication.
- Employers with multiple locations are more likely than those with only one location to cite poor customer relations as the top implication.

- Employers in the social services and scientific/technical sectors are significantly more likely to cite poor customer relations while those in the primary industries cite reduced productivity. Employers in the service industry are more likely to say that training costs would be the greatest implication.
- Employers in unionized organizations are twice as likely as those in non-unionized organizations to say that a reduction in sales would be the greatest implication.

Employers were then presented with a list of possible implications that might affect their organization if their employees' "Essential Skills" were deficient. For each item tested, a majority of employers said their organization would be adversely affected. Not being able to keep up with technology and the inability to diversify were, however, cited by fewer employers as possible implications but are still at the majority level.

### Cost/Implications of Low Skills [Prompted]

"Would your organization suffer from any of the following if your employees' "Essential Skills" were deficient?"



- Employers in Ontario are significantly more likely than average to say that each of the items on the list would be adversely affected by a deficiency in employees' Essential Skills. Quebecois employers, however, rate each item on the list lower than average. Employers in the Prairies are significantly more likely than those in other regions to be concerned about lower productivity (96 per cent).
- Private sector employers are much more likely than their public sector counterparts to cite lower profitability, a lack of employee confidence and the inability to diversify as possible implications.

- Organizations with multiple locations are more likely than those with only one location to cite each item tested as an implication of a deficiency in employees' "Essential Skills".
- Employers who place a high priority on training are more likely than those who do not to say that their organization would suffer from each implication on the list.

When asked about the greatest benefits for an organization when employees' Essential Skills are good or excellent, 35 per cent each cited improved productivity, customer relations and increased sales/revenue. Two in ten (19 per cent) said that the work environment would be improved and 15 per cent said that internal operations would be most positively affected. One in ten employers (12 per cent) believes that the organization would have better quality staff if they were trained in Essential Skills.

### Greatest Benefits of Good Essential Skills

"From what your organization has experienced with employees in the past, what are the greatest benefits for the organization when employees' essential skills are good or excellent?"



- Regionally, improved productivity is more likely to be seen as the greatest benefit by employers in the Atlantic region. Employers in the Prairies are much more likely to cite customer relations (48 per cent). Increased sales/revenue is more likely to be seen as a benefit by employers in Alberta (47 per cent) and the Atlantic region (46 per cent).
- As might be expected, employers in the private sector (particularly those in organizations with multiple locations) are more likely to value increased sales/revenue while those in the public sector are more likely to value customer relations. Private sector employers are twice as likely as those in the public sector to cite internal operations as receiving the greatest benefit from good Essential Skills.

- Employers in the construction industry are more likely to say that improved productivity would be the greatest benefit to their organization while increased sales/revenue is cited by those in the retail trade. Employers working in social services and scientific/technical areas are twice as likely as average to cite better quality staff as a benefit.

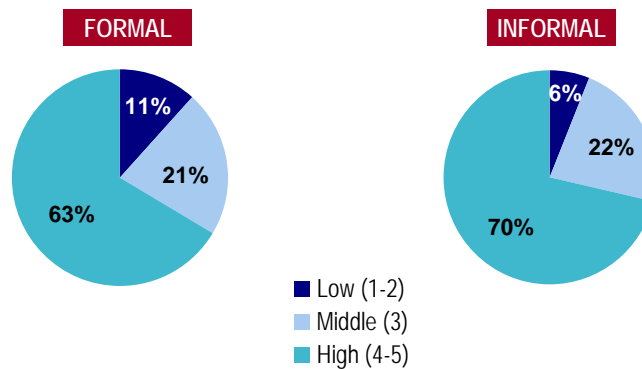
# 3. PROFILE OF ESSENTIAL SKILLS TRAINING

## 3.1 TYPES AND EXTENT OF TRAINING

In order to gauge the priority that organizations place on formal vs. informal training methods, employers were asked to rate the levels of priority placed on these types of training in their own organization. Informal training (70 per cent) is rated as a high priority by more organizations than formal (63 per cent) training, although majorities of employers rate both as being a high priority.

### Priority for Essential Skills Training

“Thinking about any formal/informal development and training that your own organization does with its employees, what level of priority is placed on formal/informal training in Essential Skills in particular?”



EKOS Research Associates Inc.

n=1501

Essential Skills in Canadian Workplaces, 2007

- Regionally, informal training in “Essential Skills” is more prevalent in the Prairies (78 per cent) and Ontario (78 per cent).
- Formal training in “Essential Skills” is a higher priority for private sector companies and those with multiple locations across Canada.
- Informal training also receives a higher priority rating among employers in the private sector than those in the public sector.

- Those in the financial industry are more likely to place a high priority on formal training while those working in social services and scientific/technical areas place a higher priority on informal training.
- Employers in unionized organizations place a higher priority than those in non-unionized organizations on both formal and informal methods of training.

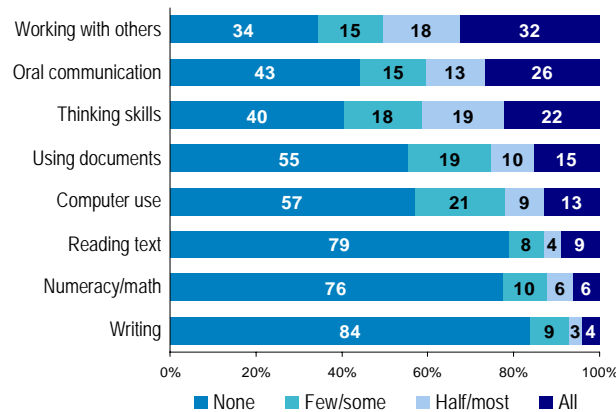
For each of the nine Essential Skills, employers were asked to indicate the proportion of employees who received training in the past year.

Employees have received the largest amount of training in their ability to work with others with one-third of employers (32 per cent) saying that all of their employees have been trained in this area. One-quarter of employers (26 per cent) say that all of their employees have received training in oral communication while two in ten (22 per cent) say that all of their employees have received training in thinking skills.

The fewest employees in Canada receive training in reading text, numeracy/math and writing. Large majorities of employers in each case say their employees have received no training in these areas.

### Types and Extent of Training Provided

“About how many employees received training in ... in the last year?”





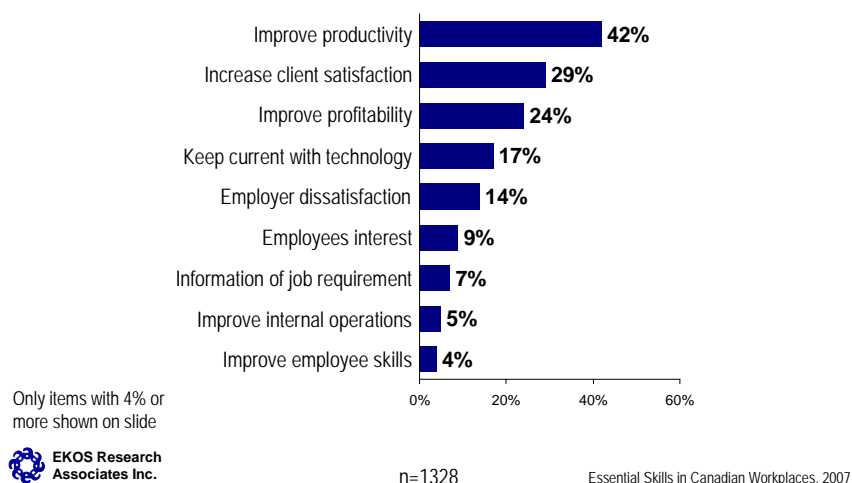
- Regionally, the number of employers who say that all of their employees receive training in working with others is significantly higher in BC (43 per cent) and lower in Atlantic Canada (13 per cent). Atlantic employers also cite lower levels of training in oral communication with 15 per cent saying all employees receive this training.
- Overall, employees in organizations with only one location across Canada receive lower levels of training in oral communication, using documents and reading text.
- Employees in the private sector receive notably higher levels of training in working with others, using documents and thinking skills. In fact, private sector employers are three times as likely as their public sector counterparts to say that all employees received training in thinking skills.
- Those in the retail trade are more likely to say that all of their employees received training in working with others while employers in both the retail and service industries say that all of their employees have received training in oral communication.
- Non-unionized employers and those who place a high priority on training are more likely to say that all of their employees have received training in oral communications, working with others and thinking skills.

## 3.2 RATIONALE

Improving productivity (42 per cent) is the top reason that organizations provide Essential Skills training to their employees. Slightly smaller numbers of employers say that they provide training to increase client satisfaction (29 per cent) or to improve profitability (24 per cent). Slightly less than two in ten (17 per cent) cite the need to keep current with advances in technology as the main reason while 14 per cent say that dissatisfaction on the part of the employer is the reason for this training. All other responses are provided by less than one in ten employers.

### Rationale for Training

“What was the main reason that your organization provide Essential Skills training to employees?”



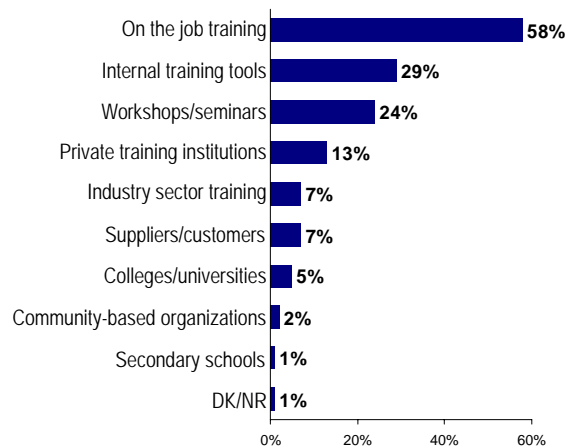
- There is some notable regional variation in Quebec and Alberta. Employers located in Quebec are more likely to say that the need to stay current with technology (33 per cent) and improving profitability (41 per cent) are the main motivations for this training. Interestingly, employers in Quebec (29 per cent) are three times more likely than average to say that this training is motivated by interest on the part of employees. Employers in Alberta are much more likely to cite employee satisfaction (13 per cent) and health and safety reasons (19 per cent) as their top motivation for this training.
- Employers in the public sector are significantly more likely than those in the private sector to say that this training is initiated by employee interest.
- Employers in organizations with multiple locations are more likely to say that this training is meant to improve profitability and keep current with technology.

### 3.3 METHOD

A majority of employers (58 per cent) say that on-the-job training is the top method of delivering Essential Skills training. Three in ten employers (29 per cent) say that their organization favours internal training tools. One-quarter of employers cite workshops and seminars (24 per cent) as the top method of delivering this training, while 13 per cent say that employees are trained at private training institutions. All other responses are given by fewer than ten per cent of employers.

#### Method of Delivery of Training

“What was the most frequently used method of delivering the Essential Skills training that you have just told me about?”



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Essential Skills in Canadian Workplaces, 2007

- Regionally, internal training tools are favoured by employers in BC (40 per cent) while employers in Alberta are much more likely than average to say that their employees receive on the job training (68 per cent). Interestingly, employers in Quebec are much more likely to say that this training is delivered through private training institutions (21 per cent) or workshops/seminars (33 per cent) and are nearly three times as likely as average to say that they receive industry sector training (19 per cent).
- On-the-job training is clearly favoured by private sector organizations when compared to those in the public sector. Employers in the public sector are much more likely to cite all other forms of training (with the exception of secondary school and college/university training which receive low marks across the board).
- Organizations with one location in Canada are more likely to provide on the job training in Essential Skills, while those with multiple locations are nearly twice as likely to use internal training tools.

- On the job training is more prevalent in the service industry and is more frequently used by non-unionized employers. Workshops/seminars are more frequently used by employers working in social services and scientific/technical areas.

## 3.4 IMPACTS/BENEFITS

Employers were also asked to indicate which outcomes of the Essential Skills training were measured. Almost equal majorities of employers say that the outcomes were measured in terms of employee satisfaction (65 per cent) and performance (65 per cent), client satisfaction (64 per cent) and performance of the organization as a whole (64 per cent). A slightly smaller number of employers (although still a majority) say that workplace safety was measured (53 per cent) while three in ten say that there was a formal assessment (28 per cent).

### Methods of Evaluation of Training

“Were the outcomes of Essential Skills training measured in any of the following ways?”



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- Looking at the results regionally, Alberta employers are more likely than average to say that the outcomes were measured for each of the possible options.
- Employers in organizations with multiple locations are more likely than those with only one location to say that there was a formal assessment or that employee satisfaction was measured. Employee and organizational performance are more likely to have been measured in organizations with one location.
- Employee performance and workplace safety were measured to a larger degree among private, rather than public, sector organizations.

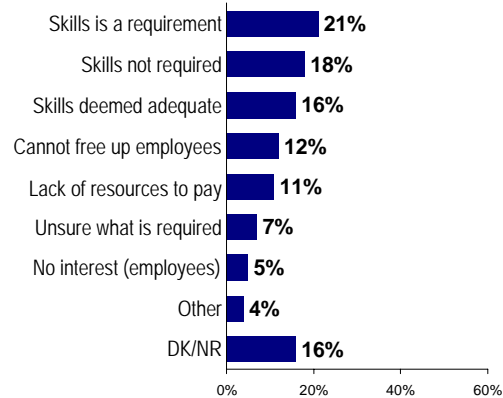
- Construction and manufacturing organizations are both more likely to undertake formal assessments and to assess workplace safety.
- Perhaps oddly, employee satisfaction is much more likely to be assessed by employers that are not familiar with Essential Skills.

## 3.5 BARRIERS

Employers who work for organizations that did not offer training were asked why their organization did not offer any Essential Skills training to its employees. Two in ten (21 per cent) indicated that Essential Skills are a requirement of the job. Almost equal numbers of employees say either that employees' skills are adequate (16 per cent) or that skills are not required (18 per cent). Slightly more than two in ten say that the organization can not free up their employees for training (12 per cent). One in ten (11 per cent) points to a lack of resources, fewer say that the organization is unsure of what is required (seven per cent) or that their employees show no interest (five per cent).

### Barriers for Non Trainers

"Organizations choose not to conduct training for a variety of reasons. What was the primary reason that your organization did not offer any training in Essential Skills to employees?"

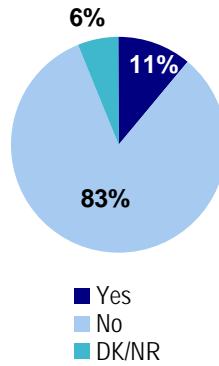


A large majority of employers in these organizations (83 per cent) also indicated that it is not likely that their organization would offer training to employees in the next 12 months. Slightly more than one in ten (11 per cent) believe that their organization would be offering this training in the future.

### Plans for Future Training

---

“As far as you know, does your organization currently have plans to offer Essential Skills training to employees in the next 12 months?”



Lack of time is the single greatest barrier to an organization's furthering the development of Essential Skills in their organization (19 per cent). Slightly smaller numbers of employers indicated that their employees already have the skills (15 per cent) or that employees are resistant to developing skills (14 per cent). One in ten employers (11 per cent) said that cost is the main barrier. Eleven per cent of employers reported no barriers to the development of Essential Skills. All other response options receive less than ten per cent of mentions.

## Barriers to Essential Skills Training

"If any barriers exist, what is the single greatest barrier in your organization to furthering the development of employee Essential Skills?"



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n=1501

Essential Skills in Canadian Workplaces, 2007

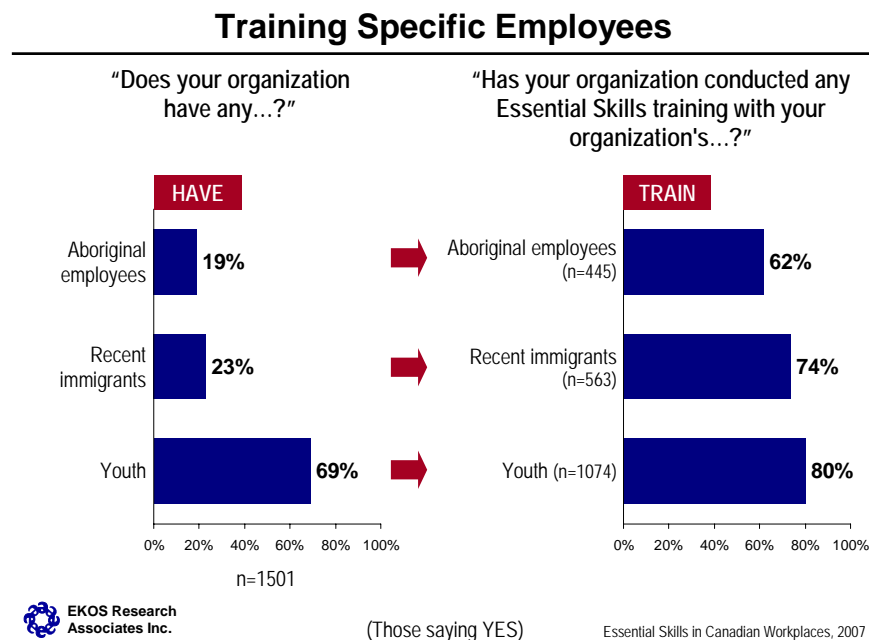
- Regionally, employers in Ontario (24 per cent) and those in Alberta (23 per cent) are more likely to say that there is no time to take training. Employers in Quebec are nearly twice as likely as average to say that their employees already have the skills (28 per cent) but are also more than twice as likely as average to point to high turnover rates (12 per cent) as the main barrier. Employers in Atlantic Canada are more than twice as likely to cite the cost of training (25 per cent) as the main barrier.
- Private sector employers are more than twice as likely as those in the public sector to cite resistance on the part of employees while those in the public sector are much more likely to say the cost is the main barrier. Notably, public sector employers are more than four times as likely as those in the private sector to say that high employee turnover is the number one barrier.
- Employers working in retail are more likely to cite the fact that employees already have the skills as being the greatest barrier. Employers in unionized organizations are more likely than those in non-union organizations to say that employees are resistant.

- Interestingly, employers who place a high priority on training are also more likely to cite the lack of time as the greatest barrier.

## 3.6 TRAINING AMONG SPECIFIED GROUPS

Seven in ten employers across Canada reported that their organization has youth employees (69 per cent). Slightly less than one-quarter has recent immigrant employees (23 per cent) and two in ten have Aboriginal employees (19 per cent).

Eight in ten of those employers with youth employees (80 per cent) said that youth receive Essential Skills training. A slightly smaller number of those with recent immigrants among their employees said that they received training (74 per cent). Although still a majority, significantly fewer employers with Aboriginal employees said that they received training (62 per cent).



- Regionally, BC employers (43 per cent) are more than twice as likely as the average to say that their organization employs Aboriginal people. Youth employees are much more prevalent in Quebec (83 per cent).
- The tendency to have youth employees or employees who are recent immigrants increases with the size of the organization.



- Public sector employers are more than twice as likely to say that their organization employs Aboriginal people.
- Employers in the service industry and those in unionized organizations are more likely to have both youth and recent immigrant employees. Aboriginal employees are more prevalent in the primary industries.



APPENDIX A  
QUESTIONNAIRES  
(ENGLISH AND FRENCH)



Hello, my name is \_\_\_ with EKOS Research Associates. We are conducting a survey of organizations on behalf of the Human Resources and Social Development Canada on issues related to employee skills and training. Your participation is completely voluntary and your decision to participate or not will not affect any dealings you may have with the federal Government. The information you provide is being collected under the authority of the Department of Human Resources and Skills Development Act in accordance with the Privacy Act and other applicable privacy laws. The names of respondents will not be provided to the government or any other party, and the name of your organization will not be reported in any of the findings. Also, the government will receive the study findings in the form of a report, which will contain non-identifying aggregate information. The survey will take about 15 minutes to complete. Is now a good time for us to begin?

@intro (1-Continue, SHIFT + ? terminate)

**27:** **Q1**

First of all, I'd like to ask you whether your organization has more than one worksite in Canada or is it the only location?

- Only location ..... 1
- More than one location..... 2
- Don't know/No response..... 9

**28:** **Q2**

=> +1 if      NOT ( Q1=#2 )
-----------------------------

- How many locations are there in Canada?
- Don't know/No response..... 99999

**29:** **LOCAT**

=> * if      IF((Q1=#1,#3),1,IF((Q2==1),1,IF((Q2>1),2)))
--

- CALCULATION
- organization ..... 1
  - location ..... 2

**30:** **Q3P**

The first series of questions deal with the skills of employees at your <LOCAT >.

**31:** **Q3**

To what extent are you familiar with the term Essential Skills? Would you say you are very familiar, somewhat, or not at all?

- Not at all ..... 1
- Somewhat ..... 2
- Very familiar ..... 3
- Don't know/No response..... 9

32:

Q4

=> +1 if NOT ( Q3=#2-#3 )

What do you consider to be the meaning of the term Essential Skills?  
 Response..... 77 O  
 Don't know/No response..... 99  
 MINIMUM SKILL-SET,KNOWLEDGE,TRAINING OR QUALIFICATIONS  
 NECESSARY TO FILL A SPECIFIC POSITION,WORK WITHIN A SPECIFIC  
 INDUSTRY ..... 01 N  
 BASIC EMPLOYABILITY SKILLS,TRANSFERABLE ACROSS POSITIONS OR  
 INDUSTRIES,EX.LITERACY,NUMERACY,ORGANIZATIONAL,  
 INTERPERSONAL,PUNCTUALITY ..... 02 N  
 OTHER..... 97 N

33:

Q6

*DO NOT READ, ACCEPT ALL THAT APPLY*

Thinking of your own workplace, what kinds of skills do you consider to be  
 Essential Skills?  
 Reading text..... 111  
 Using documents (e.g., information displayed using graphs, maps, drawings or forms) 112  
 Numeracy / Math..... 113  
 Writing ..... 114  
 Oral communication ..... 115  
 Working with others ..... 116  
 Thinking skills such as problem solving, decision making, and organizing..... 117  
 Computer use..... 118  
 Ability to engage in continuous learning..... 119  
 Other (specify)..... 977 O  
 Don't know/No response..... 999 X  
 PHYSICAL ABILITY,EX.STRENGTH,COORDINATION ..... 120 N  
 CUSTOMER SERVICE SKILLS,PUBLIC RELATIONS ..... 121 N  
 SALES,MARKETING SKILLS ..... 122 N  
 OFFICE-ADMINISTRATION,CLERICAL SKILLS..... 123 N  
 WORKPLACE HEALTH AND SAFETY SKILLS ..... 124 N  
 LEADERSHIP,PEOPLE MANAGEMENT SKILLS ..... 125 N  
 SELF-MOTIVATION,I.E.DEPENDABILITY,INDEPENDANCE,ADAPTABILITY,  
 PUNCTUALITY,PROFESSIONALISM ..... 126 N

34:

Q7P

The Government of Canada has developed a list of what they consider to be Essential Skills. By this, they are referring to a set of transferable skills common across most occupations and used in daily life. In order for your workplace to be successful, how important is it that the employees across the <LOCAT > have each of the nine skills that the Government has classified as Essential. I'll read the list and ask you to please respond using a five-point scale where 1 is not at all important and 5 is extremely important.

1-Continue  
@Q7P

**35:**

**Q7A**

*How important is it that the employees have skills in ...*

Reading text

1 Not at all important.....	1
2.....	2
3.....	3
4.....	4
5 Extremely important.....	5
Don't know/No response.....	9

---

---

**36:**

**Q7B**

*How important is it that the employees have skills in ...*

Using documents (e.g., information displayed using graphs, maps, drawings or forms)

1 Not at all important.....	1
2.....	2
3.....	3
4.....	4
5 Extremely important.....	5
Don't know/No response.....	9

---

---

**37:**

**Q7C**

*How important is it that the employees have skills in ...*

Numeracy/Math

1 Not at all important.....	1
2.....	2
3.....	3
4.....	4
5 Extremely important.....	5
Don't know/No response.....	9

---

---

**38:**

**Q7D**

*How important is it that the employees have skills in ...*

Writing (\*NOTE: If definition needed: By this I mean composing text)

1 Not at all important.....	1
2.....	2
3.....	3
4.....	4
5 Extremely important.....	5
Don't know/No response.....	9

---

---

**39:**

**Q7E**

*How important is it that the employees have skills in ...*

Oral communication

1 Not at all important.....	1
2.....	2
3.....	3
4.....	4
5 Extremely important.....	5
Don't know/No response.....	9

---

---

**40:**

**Q7F**

*How important is it that the employees have skills in ...*

Working with others

1 Not at all important.....	1
2.....	2
3.....	3
4.....	4
5 Extremely important.....	5
Don't know/No response.....	9

---

---

**41:**

**Q7G**

*How important is it that the employees have skills in ...*

Thinking skills such as problem solving, decision making, and organizing

1 Not at all important.....	1
2.....	2
3.....	3
4.....	4
5 Extremely important.....	5
Don't know/No response.....	9

---

---

**42:**

**Q7H**

*How important is it that the employees have skills in ...*

Computer use

1 Not at all important.....	1
2.....	2
3.....	3
4.....	4
5 Extremely important.....	5
Don't know/No response.....	9

---

---



**43:**

**Q7I**

*How important is it that the employees have ...*

Ability to engage in continuous learning

1 Not at all important.....	1
2.....	2
3.....	3
4.....	4
5 Extremely important.....	5
Don't know/No response.....	9

---

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**44:**

**Q8P**

Thinking about all of your employees, across the <LOCAT >, how would you rate their skill level in each of the following Essential Skills on a scale where 1 is poor and 5 is excellent.

---

---

**45:**

**Q8A**

*The level of employees' skills in ....*

Reading text

1 Poor.....	1
2.....	2
3.....	3
4.....	4
5 Excellent.....	5
Don't know/No response.....	9

---

---

**46:**

**Q8B**

*The level of employees' skills in ....*

Using documents (e.g., information displayed using graphs, maps, drawings or forms)

1 Poor.....	1
2.....	2
3.....	3
4.....	4
5 Excellent.....	5
Don't know/No response.....	9

---

---

**47:**

**Q8C**

*The level of employees' skills in ....*

Numeracy/Math

1 Poor.....	1
2.....	2
3.....	3
4.....	4
5 Excellent.....	5
Don't know/No response.....	9

---

---

**48:**

**Q8D**

*The level of employees' skills in ....*

Writing

1 Poor .....	1
2.....	2
3.....	3
4.....	4
5 Excellent.....	5
Don't know/No response.....	9

---

---

**49:**

**Q8E**

*The level of employees' skills in ....*

Oral communication

1 Poor .....	1
2.....	2
3.....	3
4.....	4
5 Excellent.....	5
Don't know/No response.....	9

---

---

**50:**

**Q8F**

*The level of employees' skills in ....*

Working with others

1 Poor .....	1
2.....	2
3.....	3
4.....	4
5 Excellent.....	5
Don't know/No response.....	9

---

---

**51:**

**Q8G**

*The level of employees' skills in ....*

Thinking skills such as problem solving, decision making, and organizing

1 Poor .....	1
2.....	2
3.....	3
4.....	4
5 Excellent.....	5
Don't know/No response.....	9

---

---

**52:**

**Q8H**

*The level of employees' skills in ....*

Computer use

1 Poor .....	1
2.....	2
3.....	3
4.....	4
5 Excellent.....	5
Don't know/No response.....	9

**53:**

**Q8I**

*The level of employees' skills concerning ...*

Ability to engage in continuous learning

1 Poor .....	1
2.....	2
3.....	3
4.....	4
5 Excellent.....	5
Don't know/No response.....	9

**54:**

**Q9N1**

*ACCEPT UP TO THREE RESPONSES*

From what your organization has experienced with employees in the past, what are the greatest costs or implications for the organization when employee 'Essential Skills' are not up to your requirements?

Response.....	77	O
Don't Know/No Response .....	99	X
POOR CUSTOMER RELATIONS,EX.CUSTOMER DISSATISFACTION, POOR CUSTOMER SERVICE,LOSS OF CLIENTELE .....	01	N
REDUCED PRODUCTIVITY,EX.REDUCED EFFICIENCY,DELAYS,REDUCED COMPETTIVENESS,FAILURE TO MEET COMPANY GOALS.....	02	N
TRAINING COSTS,EX.TRAINING NEW STAFF,RE-TRAINING EXISTING STAFF,TIME INVESTED IN TRAINING/RE-TRAINING .....	03	N
POOR WORK ENVIRONMENT,EX.REDUCTION IN STAFF MORALE, POOR EMPLOYEE RELATIONS,EMPLOYEE DISSATISFACTION .....	04	N
POOR INTERNAL COMMUNICATIONS,OPERATIONS,EX. COMMUNICATIONS,ACCOUNIING ERRORS,BILLING MISTAKES .....	05	N
HUMAN RESOURCES COSTS,I.E.STAFF TURNOVER,EMPLOYEE RETENSION,RECRUITMENT,LABOUR COSTS .....	06	N
REDUCTION IN SALES,REVENUE,PROFITABILITY,GENERAL .....	07	N
HEALTH AND SAFETY ISSUES,INJURY .....	08	N
POOR QUALITY PRODUCTS,POOR EMPLOYEE PERFORMANCE,GENERAL .....	09	N
FINANCIAL COSTS OF EMPLOYEE ERROR,EX.WASTED MATERIALS, REPARATION OF MISTAKES .....	10	N
INCREASED WORKLOAD FOR OTHER STAFF.....	11	N
OTHER.....	97	N

**55:**

**Q9N2**

**READ LIST; SELECT ALL THAT APPLY**

Would your organization suffer from any of the following if your employees' `Essential Skills' were deficient?

Inability to keep up with technological change .....	111	
Inability to diversify in organization's markets or products.....	112	
Lower employee productivity / organization efficiency.....	113	
Inability of workers to perform a range of tasks.....	114	
Inferior quality of products or services / dissatisfied clientele .....	115	
Employees lack confidence in doing their jobs and meeting new challenges .....	116	
Lower profitability for organization .....	117	
Inability of employees to work and learn independently.....	118	
Higher potential for mistakes/accidents.....	119	
(DO NOT READ) Other (specify) .....	977	O
(DO NOT READ) None of the above .....	998	X
(DO NOT READ) Don't Know/No Response .....	999	X

**56:**

**Q10N1**

**ACCEPT UP TO THREE RESPONSES**

From what your organization has experienced with employees in the past, what are the greatest benefits for the organization when employees' `essential skills' are good or excellent?

Response.....	77	O
Don't Know/No Response .....	99	X
OTHER.....	97	N

**57:**

**Q11P**

How important is having employees with good Essential Skills for accomplishing the following on a 5 point scale where 1 is not at all important and 5 is extremely important.

**60:**

**Q11C**

**How important are good Essential Skills for...**

Adapting to organizational or cultural change - introduction of new policies, philosophies		
1 Not at all important.....	1	
2.....	2	
3.....	3	
4.....	4	
5 Extremely important.....	5	
Don't know/No response.....	9	

**62:**

**Q11F**

<i>How important are good Essential Skills for...</i>	
Improving productivity of employees	
1 Not at all important.....	1
2.....	2
3.....	3
4.....	4
5 Extremely important.....	5
Don't know/No response.....	9

**64:**

**Q11H**

<i>How important are good Essential Skills for...</i>	
Improving customer satisfaction	
1 Not at all important.....	1
2.....	2
3.....	3
4.....	4
5 Extremely important.....	5
Don't know/No response.....	9

**65:**

**Q11I**

<i>How important are good Essential Skills for...</i>	
Overall success of the organization	
1 Not at all important.....	1
2.....	2
3.....	3
4.....	4
5 Extremely important.....	5
Don't know/No response.....	9

**66:**

**Q12**

Thinking about any FORMAL development and training that your own organization does with its employees, what level of priority is placed on formal training in Essential Skills in particular. Would you say that formal training in Essential Skills is a low or high priority on a scale of 1 to 5, where 1 is a very low priority and 5 is a very high priority?

(\*IF NEEDED: By formal I mean through courses, training sessions and so on. )

@q12  
 1.Very low priority  
 2  
 3  
 4  
 5.Very high priority  
 8.Does not do any formal training - skills a requirement at hiring  
 9.DK/NR

**67:**

**Q12B**

Thinking about any INFORMAL development and training that your own organization does with its employees, what level of priority is placed on informal training in Essential Skills in particular. Would you say that informal training in Essential Skills is a low or high priority on a scale of 1 to 5, where 1 is a very low priority and 5 is a very high priority?

(\*IF NEEDED: By informal I mean learning on the job (i.e., learning as you go and by watching others)

- @q12b
- 1.Very low priority
- 2
- 3
- 4
- 5.Very high priority
- 8.Does not do any informal training - skills a requirement at hiring
- 9.DK/NR

**68:**

**Q13**

=> Q24 if      Q12=#6 AND Q12B=#6

**READ LIST, REPEAT IF NECESSARY; ACCEPT ALL THAT APPLY**

In the last 12 months, has your organization provided any formal or informal training to employees that is designed to increase their skill levels in any of the following Essential Skill areas? (\*INTERVIEWER: Repeat this prompt if necessary...Have you provided any type of training in the last year to increase employees skills in .../ How about ...)

Reading text.....	111		
Using documents (e.g., information displayed using graphs, maps, drawings or forms)	112		
Numeracy/Math.....	113		
Writing .....	114		
Oral communication .....	115		
Working with others .....	116		
Thinking skills such as problem solving, decision making, and organizing.....	117		
Computer use.....	118		
(DO NOT READ) None of the above - no training provided.....	998	X	=> Q24
(DO NOT READ) Don't know/No response .....	999	X	=> Q24

**69:**

**Q14P**

Can you tell me how many employees received this training? Would you say it was a few, some, half, most or all of the employees?

**70:**

**Q14A**

=> +1 if NOT (Q13=#1)

<i>About how many employees received training in ... in the last year</i>	
Reading text	
Few employees.....	1
Some of the employees.....	2
Half of the employees.....	3
Most of the employees.....	4
All of the employees.....	5
(DO NOT READ) Don't know/No response .....	9

**71:**

**Q14B**

=> +1 if NOT (Q13=#2)

<i>About how many employees received training in ... in the last year</i>	
Using documents (e.g., information displayed using graphs, maps, drawings or forms)	
Few employees.....	1
Some of the employees.....	2
Half of the employees.....	3
Most of the employees.....	4
All of the employees.....	5
(DO NOT READ) Don't know/No response .....	9

**72:**

**Q14C**

=> +1 if NOT (Q13=#3)

<i>About how many employees received training in ... in the last year</i>	
Numeracy/Math	
Few employees.....	1
Some of the employees.....	2
Half of the employees.....	3
Most of the employees.....	4
All of the employees.....	5
(DO NOT READ) Don't know/No response .....	9

**73:**

**Q14D**

=> +1 if NOT (Q13=#4)

<i>About how many employees received training in ... in the last year</i>	
Writing	
Few employees.....	1
Some of the employees.....	2
Half of the employees.....	3
Most of the employees.....	4
All of the employees.....	5
(DO NOT READ) Don't know/No response .....	9

**74:**

**Q14E**

=> +1 if NOT (Q13=#5)

<i>About how many employees received training in ... in the last year</i>	
Oral communication	
Few employees .....	1
Some of the employees.....	2
Half of the employees.....	3
Most of the employees.....	4
All of the employees.....	5
(DO NOT READ) Don't know/No response .....	9

**75:**

**Q14F**

=> +1 if NOT (Q13=#6)

<i>About how many employees received training in ... in the last year</i>	
Working with others	
Few employees .....	1
Some of the employees.....	2
Half of the employees.....	3
Most of the employees.....	4
All of the employees.....	5
(DO NOT READ) Don't know/No response .....	9

**76:**

**Q14G**

=> +1 if NOT (Q13=#7)

<i>About how many employees received training in ... in the last year</i>	
Thinking skills such as problem solving, decision making, and organizing	
Few employees .....	1
Some of the employees.....	2
Half of the employees.....	3
Most of the employees.....	4
All of the employees.....	5
(DO NOT READ) Don't know/No response .....	9

**77:**

**Q14H**

=> +1 if NOT (Q13=#8)

<i>About how many employees received training in ... in the last year</i>	
Computer use	
Few employees .....	1
Some of the employees.....	2
Half of the employees.....	3
Most of the employees.....	4
All of the employees.....	5
(DO NOT READ) Don't know/No response .....	9



**78:**

**Q18**

***DO NOT READ; SELECT ALL THAT APPLY***

What was the most frequently used method of delivering the Essential Skills training that you have just told me about?

Its own internal training tools, such as teaching, manuals, videos, etc.....	111
On the job training (mentoring, job shadowing etc.).....	120
Secondary schools .....	112
Community colleges/universities .....	113
Private training institutes/instructors .....	114
Unions .....	115
Community-based organizations .....	116
Suppliers/customers.....	117
Workshops/seminars.....	118
Industry sector training.....	119
Other (specify).....	977 O
Don't Know/No Response .....	999 X

**79:**

**Q21**

***PROMPT IF NECESSARY; ACCEPT ALL THAT APPLY***

What was the main reason that your <locat > provide Essential Skills training to employees?

Employer dissatisfaction with skill level/ Employer saw that employees needed it/didn't have the skills	111
Employees expressed an interest .....	112
Improve productivity of employees.....	113
Improve the profitability of organization .....	114
Keep current with technological change.....	115
Improve product or service -increase satisfaction of client .....	116
Other (specify).....	977 O
Don't know/No answer .....	999 X

**80:**

**Q22**

***READ LIST***

Were the outcomes of Essential Skills training measured in any of the following ways? (IF needed: Was ... a way of measuring the outcome?)

Satisfaction of employees trained.....	111
Formal assessment of learning (e.g., tests) .....	112
General impact on employee performance .....	113
General impact on performance of organization .....	114
Improved workplace safety .....	115
Improved client satisfaction.....	116
(DO NOT READ) Other (please specify) .....	977 O
(DO NOT READ) Don't know/No answer.....	999 X
.....	117 N

**81:**

**Q23**

Considering all of the FORMAL training that your organization does to increase employees skills in a range of areas, approximately what percentage is devoted to training in the Essential Skills that we've just talked about? (\*NOTE: This is the amount of all formal training that is in the Essential Skills area)

Don't know/No answer ..... 999

**82:**

**Q23B**

Considering all of the INFORMAL training that your organization does to increase employees skills in a range of areas, approximately what percentage is devoted to training in the Essential Skills that we've just talked about? (\*NOTE: This is the amount of all informal training that is in the Essential Skills area)

Don't know/No answer ..... 999

**83:**

**Q24**

=> Q32 if Q13=#1-#8; TRAINING WAS NOT PROVIDED

Organizations chose not to conduct training for a variety of reasons. What was the primary reason that your <locat > did not offer any training in Essential Skills to employees?

Skills not required for the job ..... 111

Lack of interest from employees ..... 112

Lack of resources to pay for/make trainers available ..... 113

Lack of resources to free up employees to be away from the job during training 114

Unsure of what training is required/where to go to get the training ..... 115

Adequate skills is a requirement for being hired (i.e., must have to be hired) ... 116

Other (specify)..... 977 O

Don't know/No answer ..... 999 X

ESSENTIAL SKILLS OF EMPLOYEES DEEMED ADEQUATE,EX.STAFF

STABILITIY WITHOUT TURN-OVER,MUST HAVE ESSENTIAL SKILLS

PRIOR TO BEING HIRED..... 117 N

**84:**

**Q25**

As far as you know, does your <locat > currently have plans to offer Essential Skills training to employees in the next 12 months?

Yes..... 1

No ..... 2

Don't Know/No Response ..... 9

**85:**

**Q26**

=> +1 if NOT ( Q25=#1 )

**ACCEPT ALL THAT APPLY**

In what areas?

Reading text.....	111	
Using documents (e.g., information displayed using graphs, maps, drawings or forms)		112
Numeracy/Math.....	113	
Writing .....	114	
Oral communication .....	115	
Working with others.....	116	
Thinking skills such as problem solving, decision making, and organizing.....	117	
Computer use.....	118	
Other (specify).....	977	O
Don't know/No response.....	999	X
JOB SPECIFIC SKILLS (GENERAL) .....	119	N

**86:**

**Q27**

=> +1 if NOT ( Q25=#1 )

**DO NOT READ LIST**

What are the main reasons your <locat > is planning to provide this training?

Keeping current with technological change/ introduction of new processes or technologies	11	
Meeting regulatory, legal or contractual requirements .....	12	
Expanding or diversifying your organization's markets or products .....	13	
Productivity of employees improving .....	14	
Broadening the range of tasks that workers are capable of performing.....	15	
Improving quality of products and services.....	16	
Confident employees (in doing their jobs/meeting new challenges) .....	17	
Improving the profitability of the organization .....	18	
Other (specify).....	77	O
Don't Know/No Response .....	99	X

**87:**

**Q32**

**DO NOT READ LIST**

If any barriers exist, what is the SINGLE GREATEST BARRIER in your <locat > to furthering the development of employee Essential Skills?

No barriers - they already have these skills/ requirement of hiring .....	111	
Do not need these skills because not relevant to the business .....	112	
Employees resistant to training.....	113	
Lack of time to take training/development.....	114	
Cost of training/development .....	115	
Not considered important/supported by executive or corporate culture .....	116	
Language barriers .....	117	
Lacking access to essential skills courses/ programs/professionals.....	118	
Lack of understanding of training needs (or something to this effect) .....	119	
High employee turnover .....	120	
Other (specify).....	977	O
No barriers to developing essential skills .....	998	
Don't know/No response.....	999	

**88:**

**Q19**

**READ LIST; ACCEPT ALL THAT APPLY**

Does your organization have any ...?

Aboriginal employees.....	1	
Employees who are recent immigrants.....	2	
Employees under 25 years of age.....	3	
(DO NOT READ) None of the above .....	8	X
(DO NOT READ) DK/NR .....	9	X

**90:**

**Q19A**

=> +1 if NOT (Q19=#1)

Has your organization conducted any Essential Skills training with your <locat >'s Aboriginal employees?

Yes.....	1
No.....	2
Don't Know/No Response .....	9

**91:**

**Q19B**

=> +1 if NOT (Q19=#2)

Has your organization conducted any Essential Skills training with your <locat >'s employees who are recent immigrants?

Yes.....	1
No.....	2
Don't Know/No Response .....	9

**92:**

**Q19C**

=> +1 if NOT (Q19=#3)

Has your organization conducted any Essential Skills training with your <locat >'s employees under 25?

Yes.....	1
No.....	2
Don't Know/No Response .....	9

**93:**

**DEMIN**

Finally, there are a few questions for statistical purposes.

**94:****QPOS**

What is your position or job title?		
Owner.....	10	
President or CEO.....	11	
Human resource manager.....	12	
Other manager (e.g., service manager, office manager, operations manager, front line manager)		13
Other (non-manager) position (please specify) .....	77	O
Don't know/No response.....	99	
CONTROLLER/DIRECTOR OF FINANCE/CHIEF FINANCIAL OFFICER ...	14	N
SUPERVISOR.....	15	N
SUPPORT POSITIONS/LOWER LEVEL		
EMPLOYEES,EX.CLERK,ADMIN.ASSISTANT,SECRETARY,ASSISTANT	16	N
DIRECTOR(GENERAL).....	17	N
BOOKKEEPER/PAYROLL .....	18	N
ACCOUNTANT .....	19	N
ADMINISTRATOR(EX.OFFICER).....	20	N
HR ADVISOR/COORDINATOR/GENERALIST/OFFICER.....	21	N
HEALTH AND SAFETY COORDINATOR/OFFICER .....	22	N
VICE PRESIDENT .....	23	N

**95:****YEMPL**

How many years have you been in this organization?	
Don't know/No response.....	99

**96:****NUMLO**

How many permanent full-time employees are there at this worksite or location?	
Don't know/No response.....	999999

**97:****NUMCA**

=> +1 if      LOCAT=#1
------------------------

What is the total number of permanent full-time employees in Canada within your organization?	
Don't know/No response.....	9999999

**98:****UNIO1**

Does this organization have unionized employees in Canada?	
Yes.....	1
No.....	2
Don't know/No response.....	9

**99:**

**UNIO2**

=> +1 if NOT (UNIO1=#1);

To what extent would you say that employee unions are involved in the planning and conduct of employee training in your organization? Please respond using a five-point scale where 1 is not at all involved and 5 is extremely involved.

- 1 Not at all involved ..... 1
- 2 ..... 2
- 3 ..... 3
- 4 ..... 4
- 5 Extremely involved ..... 5
- Don't know/No response..... 9

**100:**

**YOPER**

=> +1 if YEMPL<2

How many years has this organization been in operation in Canada?  
Don't know/No response..... 999

**101:**

**SECTR**

*READ LIST*

- How would you classify this organization?
- Private sector/for profit..... 1
  - Public sector (e.g., government)..... 2
  - Voluntary/not-for-profit sector ..... 3
  - (DO NOT READ) Don't know/No response ..... 9

**102:****INDST**

What is your organization's industry or type of business?

Agricultural industries .....	01
Mining industries .....	02
Utilities .....	03
Construction .....	04
Manufacturing .....	05
Wholesale trade .....	06
Retail trade .....	07
Transportation and warehousing .....	08
Information .....	09
Finance and insurance .....	10
Real estate, rental and leasing .....	11
Professional, scientific and technical services .....	12
Management of companies, enterprises .....	13
Administration and support and waste management and... ..	14
Educational services .....	15
Health care and social assistance .....	16
Arts, entertainment, and recreation .....	17
Accommodation and food services .....	18
Other services .....	19
Public administration .....	20
Other (specify) .....	77 O
Don't know/No response .....	99

**103:****THNK**

Thank you for your cooperation and time!  
 1-Completion  
 @thnk

Your responses will not affect your present or future involvement with the federal government and your responses will also be administered in accordance with the Privacy Act and other applicable privacy laws. Would you like more information on this?

@info  
 1- Yes  
 2- No

**105:****INFO2**

=> +1 if NOT (INFO=#1)

The report that will be written will provide aggregate results only and no comments will be linked back to you. The information regarding this research may be requested from the department of Human Resources and Social Development under the Access to Information Act.

The project name is: Essential Skills Baseline Survey 2006-07. Instructions for making formal requests are provided in the publication Info Source, copies of which are located in local Service Canada centres or at the following Internet address: <http://infosource.gc.ca>

1 - End of the interview  
 @info2





Bonjour, je m'appelle \_\_\_ et je travaille pour Les Associés de recherche EKOS.

Nous effectuons pour le compte de Ressources humaines et Développement social Canada un sondage auprès d'organisations au sujet des enjeux liés aux compétences et à la formation des employés. Vous êtes tout à fait libre de participer ou non à l'étude, et votre décision à cet effet n'aura pas d'incidence sur vos éventuelles relations avec le gouvernement fédéral. Les renseignements sont recueillis en vertu de la Loi sur le ministère des Ressources humaines et du Développement des compétences, conformément à la Loi sur la protection des renseignements personnels et aux autres lois de même nature. Nous ne communiquerons pas les noms des répondants au gouvernement ou à un tiers parti, et le nom de votre organisation ne sera pas divulgué dans les résultats découlant de la présente étude. De plus, nous ne transmettrons les résultats au gouvernement que dans le cadre d'un rapport, qui présentera des renseignements globaux qui ne permettront pas de reconnaître les participants. Il faut compter une quinzaine de minutes pour répondre au sondage. Est-ce que c'est un bon moment pour que nous commençons?

@intro (1-Continuer, SHIFT + ? achever)

**27:** **Q1**

En premier lieu, est-ce que votre organisation compte plus d'un lieu de travail au Canada, ou s'agit-il de votre seul emplacement?

Seul emplacement..... 1  
 Plus d'un emplacement ..... 2  
 Ne sais pas/Pas de réponse ..... 9

**28:** **Q2**

=> +1 si NOT ( Q1=#2 )

Combien d'emplacements comptez-vous au Canada?  
 Ne sais pas/Pas de réponse ..... 99999

**29:** **LOCAT**

=> \* si IF((Q1=#1,#3),1,IF((Q2==1),1,IF((Q2>1),2)))

CALCUL  
 organisation ..... 1  
 emplacement..... 2

**30:** **Q3P**

La première série de questions portent sur les compétences des employés de votre <LOCAT >.

**31:**

**Q3**

Dans quelle mesure connaissez-vous l'expression "compétences essentielles"?  
Seriez-vous d'accord pour dire que vous la connaissez très bien, quelque peu ou pas du tout?

Pas du tout .....	1
Quelque peu.....	2
Très bien.....	3
Ne sais pas/Pas de réponse .....	9

**32:**

**Q4**

=> +1 si NOT ( Q3=#2-#3 )

Que signifie pour vous l'expression "compétences essentielles"?

Réponse .....	77	O
Ne sais pas/Pas de réponse .....	99	

**33:**

**Q6**

**NE PAS LIRE, ACCEPTER TOUTES LES REPONSES PERTINENTES**

En ce qui concerne votre propre lieu de travail, quels types de compétences constituent pour vous des compétences essentielles?

Lecture des textes .....	111	
Utilisation des documents (p. ex., des renseignements présentés au moyen de graphiques, de plans, de dessins ou de formulaires).....	112	
Calcul/Mathématiques.....	113	
Rédaction.....	114	
Communication verbale.....	115	
Travail d'équipe .....	116	
Capacité de raisonnement comme la résolution de problèmes, la prise de décisions et l'organisation	117	
Informatique .....	118	
Capacité de participer à de la formation continue .....	119	
Autre (veuillez préciser).....	977	O
Ne sais pas/Pas de réponse .....	999	X

**34:**

**Q7P**

Le gouvernement du Canada a dressé une liste de ce qu'il considère être les compétences essentielles. On entend par "compétences essentielles" un ensemble de compétences transférables et communes dans la plupart des professions ainsi que dans le vie quotidienne. Dans quelle mesure est-il important, pour le succès

de votre lieu de travail, que les membres du personnel de votre <LOCAT >

possèdent chacune des neuf compétences que le gouvernement considère comme essentielles? Je vais vous lire la liste en vous demandant de répondre au moyen d'une échelle de cinq points, où 1 signifie pas important du tout et 5, extrêmement important.

@Q7P  
1-Continuer

**35:**

**Q7A**

<i>Comment important est il que les employés aient des compétences ...</i>	
de lecture des textes	
1 Pas important du tout.....	1
2.....	2
3.....	3
4.....	4
5 Extrêmement important .....	5
Ne sais pas/Pas de réponse .....	9

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**36:**

**Q7B**

<i>Comment important est il que les employés aient des compétences ...</i>	
d'utilisation des documents (p.ex., des renseignements présentés au moyen de graphiques, de plans, de dessins ou de formulaires)	
1 Pas important du tout.....	1
2.....	2
3.....	3
4.....	4
5 Extrêmement important .....	5
Ne sais pas/Pas de réponse .....	9

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**37:**

**Q7C**

<i>Comment important est il que les employés aient des compétences ...</i>	
de calcul/mathématiques	
1 Pas important du tout.....	1
2.....	2
3.....	3
4.....	4
5 Extrêmement important .....	5
Ne sais pas/Pas de réponse .....	9

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**38:**

**Q7D**

<i>Comment important est il que les employés aient des compétences ...</i>	
de rédaction (*NOTE: S'il faut définir: Je veux dire pour rédiger un texte)	
1 Pas important du tout.....	1
2.....	2
3.....	3
4.....	4
5 Extrêmement important .....	5
Ne sais pas/Pas de réponse .....	9

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**39:**

**Q7E**

<i>Comment important est il que les employés aient des compétences ...</i>	
de communication verbale	
1 Pas important du tout.....	1
2.....	2
3.....	3
4.....	4
5 Extrêmement important .....	5
Ne sais pas/Pas de réponse .....	9

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**40:**

**Q7F**

<i>Comment important est il que les employés aient des compétences ...</i>	
de travail d'équipe	
1 Pas important du tout.....	1
2.....	2
3.....	3
4.....	4
5 Extrêmement important .....	5
Ne sais pas/Pas de réponse .....	9

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**41:**

**Q7G**

<i>Comment important est il que les employés aient ...</i>	
la capacité de raisonner, comme la résolution de problèmes, la prise de décisions et l'organisation	
1 Pas important du tout.....	1
2.....	2
3.....	3
4.....	4
5 Extrêmement important .....	5
Ne sais pas/Pas de réponse .....	9

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**42:**

**Q7H**

<i>Comment important est il que les employés aient des compétences ...</i>	
en informatique	
1 Pas important du tout.....	1
2.....	2
3.....	3
4.....	4
5 Extrêmement important .....	5
Ne sais pas/Pas de réponse .....	9

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**43:**

**Q7I**

*Comment important est il que les employés ...*

soient capables de participer à de la formation continue

1 Pas important du tout.....	1
2.....	2
3.....	3
4.....	4
5 Extrêmement important .....	5
Ne sais pas/Pas de réponse .....	9

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**44:**

**Q8P**

En ce qui concerne l'ensemble de vos employés à l'échelle de votre <LOCAT >, veuillez évaluer leur niveau de compétence, pour chacune des compétences essentielles, au moyen d'une échelle où 1 signifie médiocre et 5, excellent.

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**45:**

**Q8A**

*Quel est le niveau de compétence de vos employés au chapitre ...*

de la lecture des textes

1 Médiocre.....	1
2.....	2
3.....	3
4.....	4
5 Excellent.....	5
Ne sais pas/Pas de réponse .....	9

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**46:**

**Q8B**

*Quel est le niveau de compétence de vos employés au chapitre ...*

de l'utilisation des documents (p.ex., des renseignements présentés au moyen de graphiques, de plans, de dessins ou de formulaires)

1 Médiocre.....	1
2.....	2
3.....	3
4.....	4
5 Excellent.....	5
Ne sais pas/Pas de réponse .....	9

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**47:**

**Q8C**

*Quel est le niveau de compétence de vos employés au chapitre ...*

du calcul/des mathématiques

1 Médiocre.....	1
2.....	2
3.....	3
4.....	4
5 Excellent.....	5
Ne sais pas/Pas de réponse .....	9

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**48:**

**Q8D**

<i>Quel est le niveau de compétence de vos employés au chapitre ...</i>	
de la rédaction	
1 Médiocre.....	1
2.....	2
3.....	3
4.....	4
5 Excellent.....	5
Ne sais pas/Pas de réponse .....	9

**49:**

**Q8E**

<i>Quel est le niveau de compétence de vos employés au chapitre ...</i>	
de la communication verbale	
1 Médiocre.....	1
2.....	2
3.....	3
4.....	4
5 Excellent.....	5
Ne sais pas/Pas de réponse .....	9

**50:**

**Q8F**

<i>Quel est le niveau de compétence de vos employés au chapitre ...</i>	
du travail d'équipe	
1 Médiocre.....	1
2.....	2
3.....	3
4.....	4
5 Excellent.....	5
Ne sais pas/Pas de réponse .....	9

**51:**

**Q8G**

<i>Quel est le niveau de compétence de vos employés au chapitre ...</i>	
de la capacité de raisonnement, comme la résolution de problèmes, la prise de décisions et l'organisation	
1 Médiocre.....	1
2.....	2
3.....	3
4.....	4
5 Excellent.....	5
Ne sais pas/Pas de réponse .....	9

**52:**

**Q8H**

*Quel est le niveau de compétence de vos employés au chapitre ...*

de l'informatique

1 Médiocre.....	1
2.....	2
3.....	3
4.....	4
5 Excellent.....	5
Ne sais pas/Pas de réponse .....	9

**53:**

**Q8I**

*Quel est le niveau de compétence de vos employés au chapitre...*

de leur capacité de participer à de la formation continue

1 Médiocre.....	1
2.....	2
3.....	3
4.....	4
5 Excellent.....	5
Ne sais pas/Pas de réponse .....	9

**54:**

**Q9N1**

*ACCEPTER AU PLUS TROIS REPONSES*

En vous appuyant sur les expériences passées de votre organisation avec le personnel, quels sont les coûts ou répercussions les plus importants pour l'organisation lorsque les "compétences essentielles" des employés ne satisfont pas vos exigences?

Réponse .....	77	O
Ne sais pas/Pas de réponse .....	99	X

**55:**

**Q9N2**

*LIRE LA LISTE; CHOISIR TOUTES LES REPONSES PERTINENTES*

Est-ce que votre organisation subirait les répercussions suivantes si les "compétences essentielles" des employés étaient insuffisantes?

Incapacité de suivre l'évolution technologique.....	111	
Incapacité de diversifier les marchés ou les produits de l'organisation .....	112	
Chute de la productivité du personnel/de l'efficacité de l'organisation.....	113	
Incapacité des travailleurs à accomplir diverses tâches.....	114	
Qualité intérieure des produits ou services/ Insatisfaction des clients.....	115	
Manque de confiance des employés dans leur travail et à l'égard de nouveaux défis	116	
Faible rentabilité de l'organisation.....	117	
Incapacité des employés à travailler et à apprendre de façon indépendante.....	118	
Risques plus élevés d'erreurs/d'accidents .....	119	
(NE PAS LIRE) Autre (veuillez préciser).....	977	O
(NE PAS LIRE) Aucune de ces réponses.....	998	X
(NE PAS LIRE) Ne sais pas/Pas de réponse .....	999	X

**56:**

**Q10N1**

**ACCEPTER AU PLUS TROIS REPONSES**

En vous appuyant sur les expériences passées de votre organisation avec le personnel, quels sont les plus grands avantages pour l'organisation lorsque les "compétences essentielles" des employés sont bonnes ou excellentes?

Réponse ..... 77 O  
Ne sais pas/Pas de réponse ..... 99 X

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**57:**

**Q11P**

Dans quelle mesure un bon niveau de Compétences Essentielles chez les employés est-il important dans les tâches suivantes, selon une échelle de cinq points où 1 signifie pas important du tout et 5, extrêmement important?

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**60:**

**Q11C**

**Importance de bonnes compétences essentielles pour...**

s'adapter aux changements organisationnels et culturels - introduction de nouvelles politiques ou philosophies

1 Pas important du tout..... 1  
2..... 2  
3..... 3  
4..... 4  
5 Extrêmement important ..... 5  
Ne sais pas/Pas de réponse ..... 9

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**62:**

**Q11F**

**Importance de bonnes compétences essentielles pour...**

améliorer la productivité des employés

1 Pas important du tout..... 1  
2..... 2  
3..... 3  
4..... 4  
5 Extrêmement important ..... 5  
Ne sais pas/Pas de réponse ..... 9

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**64:**

**Q11H**

**Importance de bonnes compétences essentielles pour...**

améliorer la satisfaction des clients

1 Pas important du tout..... 1  
2..... 2  
3..... 3  
4..... 4  
5 Extrêmement important ..... 5  
Ne sais pas/Pas de réponse ..... 9

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**65:**

**Q11I**

*Importance de bonnes compétences essentielles pour...*

la réussite globale de l'organisation

1 Pas important du tout.....	1
2.....	2
3.....	3
4.....	4
5 Extrêmement important.....	5
Ne sais pas/Pas de réponse.....	9

**66:**

**Q12**

En ce qui concerne les activités FORMELLES de perfectionnement et de formation du personnel entreprises dans votre organisation, veuillez indiquer le niveau de priorité attaché à la formation formelle portant particulièrement sur les Compétences Essentielles. A votre avis, la formation formelle portant sur les Compétences Essentielles est-elle faiblement ou hautement prioritaire, selon une échelle de 1 à 5, où 1 signifie très faible priorité et 5, très haute priorité?

(\*AU BESOIN: Par activités formelles, j'entends des cours, des séances de formation, etc. )

@q12

1.Très faible priorité

2

3

4

5.Très haute priorité

8.Il n'y a pas de formation formelle - les compétences sont exigées à l'embauche

9.Ne sais pas/Pas de réponse

**67:**

**Q12B**

En ce qui concerne les activités INFORMELLES de perfectionnement et de formation du personnel entreprises dans votre organisation, veuillez indiquer le niveau de priorité attaché à la formation informelle portant particulièrement sur les Compétences Essentielles. A votre avis, la formation informelle portant sur les Compétences Essentielles est-elle faiblement ou hautement prioritaire, selon une échelle de 1 à 5, où 1 signifie très faible priorité et 5, très haute priorité?

(\*AU BESOIN: Par @activités informelles, j'entends de la formation en cours d'emploi (c.-à-d. apprendre en travaillant et en regardant les autres)

@q12b

1.Très faible priorité

2

3

4

5.Très haute priorité

8.Il n'y a pas de formation informelle - les compétences sont exigées à l'embauche

9.Ne sais pas/Pas de réponse

**68:**

**Q13**

=> Q24 si Q12=#6 AND Q12B=#6

**LIRE LA LISTE, RÉPÉTER AU BESOIN ; ACCEPTER LE TOUTE PERTINENTE**

Au cours des 12 derniers mois, votre organisation a-t-elle offert aux employés des activités de formation formelles ou informelles visant à améliorer leur niveau de compétence dans les domaines de Compétences Essentielles suivant? (\*ENQUÊTEUR: Répéter l'énoncé au besoin. Avez-vous offert au cours de l'année qui vient de s'écouler une forme de formation pour améliorer les compétences des employés au chapitre de... /Et puis en ce qui concerne...)

lecture des textes .....	111		
utilisation des documents (p.ex., des renseignements présentés au moyen de graphiques, de plans, de dessins ou de formulaires).....	112		
calcul/mathématiques .....	113		
rédaction .....	114		
communication .....	115		
travail d'équipe .....	116		
capacité de raisonnement, comme la résolution de problèmes, la prise de décisions et l'organisation.....	117		
informatique .....	118		
(NE PAS LIRE) Aucune de ces réponses - il n'y a pas de formation offerte.....	998	X	=> Q24
(NE PAS LIRE) Ne sais pas/Pas de réponse .....	999	X	=> Q24

**69:**

**Q14P**

Pourriez-vous m'indiquer combien d'employés ont reçu la formation? Selon vous, est-ce que la formation a été offerte à un faible nombre d'employés, à quelques-uns, à la moitié, à la plupart ou à l'ensemble des employés?

**70:**

**Q14A**

=> +1 si NOT (Q13=#1)

**Combien d'employés ont reçus formation...au cours de la dernière année**

de la lecture des textes	
Un faible nombre d'employés .....	1
Quelques employés.....	2
La moitié des employés .....	3
La plupart des employés.....	4
L'ensemble des employés .....	5
(NE PAS LIRE) Ne sais pas/Pas de réponse .....	9

**71:**

**Q14B**

=> +1 si NOT (Q13=#2)

*Combien d'employés ont reçus formation...au cours de la dernière année*  
de l'utilisation des documents (p.ex., des renseignements présentés au moyen de  
graphiques, de plans, de dessins ou de formulaires)  
Un faible nombre d'employés ..... 1  
Quelques employés..... 2  
La moitié des employés ..... 3  
La plupart des employés ..... 4  
L'ensemble des employés ..... 5  
(NE PAS LIRE) Ne sais pas/Pas de réponse ..... 9

**72:**

**Q14C**

=> +1 si NOT (Q13=#3)

*Combien d'employés ont reçus formation...au cours de la dernière année*  
du calcul/des mathématiques  
Un faible nombre d'employés ..... 1  
Quelques employés..... 2  
La moitié des employés ..... 3  
La plupart des employés ..... 4  
L'ensemble des employés ..... 5  
(NE PAS LIRE) Ne sais pas/Pas de réponse ..... 9

**73:**

**Q14D**

=> +1 si NOT (Q13=#4)

*Combien d'employés ont reçus formation...au cours de la dernière année*  
de la rédaction  
Un faible nombre d'employés ..... 1  
Quelques employés..... 2  
La moitié des employés ..... 3  
La plupart des employés ..... 4  
L'ensemble des employés ..... 5  
(NE PAS LIRE) Ne sais pas/Pas de réponse ..... 9

**74:**

**Q14E**

=> +1 si NOT (Q13=#5)

*Combien d'employés ont reçus formation...au cours de la dernière année*  
de la communication verbale  
Un faible nombre d'employés ..... 1  
Quelques employés..... 2  
La moitié des employés ..... 3  
La plupart des employés ..... 4  
L'ensemble des employés ..... 5  
(NE PAS LIRE) Ne sais pas/Pas de réponse ..... 9

**75:**

**Q14F**

=> +1 si NOT (Q13=#6)

*Combien d'employés ont reçus formation...au cours de la dernière année*

du travail d'équipe

- Un faible nombre d'employés ..... 1
- Quelques employés..... 2
- La moitié des employés ..... 3
- La plupart des employés ..... 4
- L'ensemble des employés ..... 5
- (NE PAS LIRE) Ne sais pas/Pas de réponse ..... 9

**76:**

**Q14G**

=> +1 si NOT (Q13=#7)

*Combien d'employés ont reçus formation...au cours de la dernière année*

de la capacité de raisonnement, comme la résolution de problèmes, la prise de décisions et l'organisation

- Un faible nombre d'employés ..... 1
- Quelques employés..... 2
- La moitié des employés ..... 3
- La plupart des employés ..... 4
- L'ensemble des employés ..... 5
- (NE PAS LIRE) Ne sais pas/Pas de réponse ..... 9

**77:**

**Q14H**

=> +1 si NOT (Q13=#8)

*Combien d'employés ont reçus formation...au cours de la dernière année*

de l'informatique

- Un faible nombre d'employés ..... 1
- Quelques employés..... 2
- La moitié des employés ..... 3
- La plupart des employés ..... 4
- L'ensemble des employés ..... 5
- (NE PAS LIRE) Ne sais pas/Pas de réponse ..... 9

**78:**

**Q18**

**NE PAS LIRE; CHOISIR TOUTES LES REPONSES PERTINENTES**

A quelle méthode a-t-on fait appel le plus souvent pour offrir la formation portant sur les Compétences Essentielles dont vous venez de me parler?

Au moyen des outils de formation de l'organisation, y compris l'enseignement, les manuels, les vidéos, etc. 111

Formation en cours d'emploi (mentorat, jumelage, etc.) .....	120
Écoles secondaires.....	112
Collèges/universités dans la collectivité.....	113
Établissements de formation/formateurs du secteur privé.....	114
Syndicats .....	115
Organismes communautaires.....	116
Fournisseurs/clients .....	117
Ateliers/séminaires .....	118
Formation offerte dans le secteur d'activité.....	119
Autre (veuillez préciser).....	977 O
Ne sais pas/Pas de réponse .....	999 X

**79:**

**Q21**

**PRESENTER DES PISTES DE REPONSE AU BESOIN; ACCEPTER TOUTES LES REPONSE**

Quel était le principal motif pour lequel votre <locat > a offert aux employés de la formation portant sur les Compétences Essentielles?

Insatisfaction de l'employeur pas les compétence/L'employeur a constaté que les employés en avaient

besoin/ne possédaient pas les compétences.....	111
Intérêt des employés.....	112
Améliorer la productivité des employés.....	113
Améliorer la rentabilité de l'organisation .....	114
Se tenir à jour sur le plan de l'évolution technologique.....	115
Améliorer le produit ou service - améliorer la satisfaction des clients.....	116
Autre (veuillez préciser).....	977 O
Ne sais pas/Pas de réponse .....	999 X

**80:**

**Q22**

**LIRE LA LISTE**

Les résultats découlant de la formation portant sur les Compétences Essentielles ont-ils été mesurés en fonction de l'un des éléments suivants? (AU BESOIN: Est-ce que ... a servi à mesurer le résultat?)

la satisfaction des employés ayant suivi la formation.....	111
une évaluation officielle des apprentissages (p.ex., des examens) .....	112
l'incidence générale sur le rendement des employés .....	113
l'incidence générale sur le rendement de l'organisation.....	114
l'amélioration de la sécurité au travail .....	115
l'amélioration de la satisfaction des clients.....	116
(NE PAS LIRE) Autre (veuillez préciser).....	977 O
(NE PAS LIRE) Ne sais pas/Pas de réponse .....	999 X

**81:**

**Q23**

Compte tenu de l'ensemble des activités de formation FORMELLES qu'offre votre organisation pour améliorer les compétences des employés dans divers domaines, quel serait le pourcentage approximatif de la formation qui porte particulièrement

sur les compétences essentielles, dont nous venons de parler? (\*NOTE: La proportion de l'ensemble de la formation formelle qui relève du domaine des compétences essentielles)

Ne sais pas/Pas de réponse ..... 999

**82:**

**Q23B**

Compte tenu de l'ensemble des activités de formation INFORMELLES qu'offre votre organisation pour améliorer les compétences des employés dans divers domaines, quel serait le pourcentage approximatif de la formation qui porte particulièrement sur les compétences essentielles, dont nous venons de parler? (\*NOTE: La proportion de l'ensemble de la formation informelle qui relève du domaine des compétences essentielles)

Ne sais pas/Pas de réponse ..... 999

**83:**

**Q24**

=> Q32 si	Q13=#1-#8; TRAINING WAS NOT PROVIDED
-----------	--------------------------------------

Les organisations décident de ne pas offrir de formation pour diverses raisons. Quel était le principal motif pour lequel votre <locat > n'a pas offert de formation aux employés au sujet des compétences essentielles?

Ces compétences ne sont pas indispensables pour l'emploi..... 111

Manque d'intérêt des employés ..... 112

Manque de ressources pour payer/assurer la disponibilité des formateurs ..... 113

Manque de ressources pour libérer les employés de leurs fonctions afin qu'ils participent à la formation 114

Incertitude quant à la formation nécessaire/où se tourner pour obtenir la formation 115

Des compétences suffisantes sont exigées à l'embauche (c.-à-d. qu'il faut les avoir pour être engagé) 116

Autre (veuillez préciser) ..... 977 O

Ne sais pas/Pas de réponse ..... 999 X

**84:**

**Q25**

A ce que vous sachiez, à l'heure actuelle, est-ce que votre <locat > prévoit offrir de la formation sur les compétences essentielles aux employés au cours des douze prochains mois?

Oui..... 1

Non..... 2

Ne sais pas/Pas de réponse ..... 9

**85:**

**Q26**

=> +1 si NOT ( Q25=#1 )

**ACCEPTER TOUTES LES REPONSES PERTINENTES**

Dans quels domaines?

lecture des textes .....	111	
utilisation des documents (p.ex., des renseignements présentés au moyen de graphiques, de plans, de dessins ou de formulaires).....	112	
calcul/mathématiques .....	113	
rédaction .....	114	
communication verbale .....	115	
travail d'équipe .....	116	
capacité de raisonnement, comme la résolution de problèmes, la prise de décisions et l'organisation.....	117	
informatique .....	118	
Autre (veuillez préciser).....	977	O
Ne sais pas/Pas de réponse .....	999	X

**86:**

**Q27**

=> +1 si NOT ( Q25=#1 )

**NE PAS LIRE LA LISTE**

Quels sont les principaux motifs pour lesquels votre <locat > prévoit offrir la formation en question?

Se tenir à jour sur le plan de l'évolution technologique et de l'introduction de nouveaux procédés et de nouvelles technologies.....	11	
Respecter des exigences réglementaires, juridiques ou contractuelles .....	12	
Développer ou diversifier les marchés ou produits de votre organisation .....	13	
Amélioration de la productivité des employés .....	14	
Élargir l'éventail des tâches à la portée des travailleurs.....	15	
Améliorer la qualité des produits et services .....	16	
Employés confiants (dans leur travail/à l'égard de nouveaux défis).....	17	
Améliorer la rentabilité de l'organisation .....	18	
Autre (veuillez préciser).....	77	O
Ne sais pas/Pas de réponse .....	99	X

**87:**

**Q32**

**NE PAS LIRE LA LISTE**

S'il y a des obstacles pour votre perfectionnement des Compétences Essentielles des employés, quel est LE PRINCIPAL OBSTACLE pour votre <locat >?  
Pas d'obstacle - Ils ont déjà acquis ces compétences/exigence d'embauche ..... 111  
Ils n'ont pas besoin de ces compétences, qui ne sont pas pertinentes à l'entreprise 112  
Les employés s'opposent à la formation ..... 113  
Manque de temps pour la formation/le perfectionnement ..... 114  
Coût de la formation/du perfectionnement ..... 115  
Pas considéré important/pas soutenu par la culture de direction ou d'entreprise 116  
Obstacles linguistiques ..... 117  
Pas d'accès aux cours/programmes/professionnels pour la formation sur les compétences essentielles 118  
Incompréhension envers les besoins de formation (ou autre chose dans ce registre) 119  
Important roulement du personnel..... 120  
Autre (veuillez préciser) ..... 977 O  
Pas d'obstacle au perfectionnement des compétences essentielles ..... 998  
Ne sais pas/Pas de réponse ..... 999

**88:**

**Q19**

**LIRE LA LISTE; ACCEPTER TOUTES LES REPONSES PERTINENTES**

Est-ce que votre organisation compte des ...?  
Employés autochtones ..... 1  
Employés qui sont de nouveaux immigrants ..... 2  
Employés de moins de 25 ans..... 3  
(NE PAS LIRE) Aucune de ces réponses ..... 8 X  
(NE PAS LIRE) NSP/PDR..... 9 X

**90:**

**Q19A**

=> +1 si NOT (Q19=#1)

Est-ce que votre organisation a offert de la formation sur les Compétences Essentielles aux employés autochtones de votre <locat >?  
Oui..... 1  
Non..... 2  
Ne sais pas/Pas de réponse ..... 9

**91:**

**Q19B**

=> +1 si NOT (Q19=#2)

Est-ce que votre organisation a offert de la formation sur les Compétences Essentielles aux employés de votre <locat > qui sont de nouveaux immigrants?  
Oui..... 1  
Non..... 2  
Ne sais pas/Pas de réponse ..... 9



**92:**

**Q19C**

=> +1 si NOT (Q19=#3)

Est-ce que votre organisation a offert de la formation sur les Compétences Essentielles aux employés de moins de 25 ans de votre <locat >?

Oui..... 1  
Non..... 2  
Ne sais pas/Pas de réponse ..... 9

**93:**

**DEMIN**

Enfin, je dois vous poser quelques questions pour les données statistiques.

**94:**

**QPOS**

Quel est votre poste ou votre titre?

Propriétaire ..... 10  
Président ou PDG ..... 11  
Gestionnaire des ressources humaines..... 12  
Autre poste de gestion (p.ex., gestionnaire des services, gestionnaire de bureau, gestionnaire de l'exploitation, cadre de premier niveau) ..... 13  
Autre poste (non cadre) (veuillez préciser) ..... 77 O  
Ne sais pas/Pas de réponse ..... 99

**95:**

**YEMPL**

Depuis combien d'années œuvrez-vous au sein de cette organisation?

Ne sais pas/Pas de réponse ..... 99

**96:**

**NUMLO**

Combien d'employés permanents à temps plein compte ce lieu de travail ou emplacement?

Ne sais pas/Pas de réponse ..... 999999

**97:**

**NUMCA**

=> +1 si LOCAT=#1

Quel est le nombre total d'employés permanents à temps plein que compte votre organisation au Canada?

Ne sais pas/Pas de réponse ..... 999999

**98:**

**UNIO1**

Est-ce que l'organisation compte des employés syndiqués au Canada?

Oui..... 1  
Non..... 2  
Ne sais pas/Pas de réponse ..... 9

**99:**

**UNIO2**

=> +1 si NOT (UNIO1=#1);

Selon vous, dans quelle mesure les syndicats d'employés participent-ils à la planification et à la mise en œuvre de la formation du personnel dans votre organisation? Veuillez répondre au moyen d'une échelle de cinq points où 1 signifie qu'ils n'y participent pas du tout et 5, qu'ils y participent énormément.

- 1 Pas du tout ..... 1
- 2 ..... 2
- 3 ..... 3
- 4 ..... 4
- 5 Énormément ..... 5
- Ne sais pas/Pas de réponse ..... 9

**100:**

**YOPER**

=> +1 si YEMPL<2

Depuis combien d'années cette organisation est-elle en activité au Canada?

- Ne sais pas/Pas de réponse ..... 999

**101:**

**SECTR**

**LIRE LA LISTE**

Selon vous, dans quelle catégorie se situe l'organisation?

- Secteur privé/à but lucratif ..... 1
- Secteur public (p. ex., gouvernement) ..... 2
- Secteur bénévole/sans but lucratif ..... 3
- (NE PAS LIRE) Ne sais pas/Pas de réponse ..... 9

**102:****INDST**

Quel est le secteur ou le genre d'activités de l'organisation?	
Industrie agricole.....	01
Industrie minière.....	02
Services publics.....	03
Construction.....	04
Fabrication.....	05
Commerce en gros.....	06
Vente au détail.....	07
Transport et entreposage.....	08
Information.....	09
Finances et assurances.....	10
Immobilier et location.....	11
Services professionnels, scientifiques et techniques.....	12
Gestion d'entreprises.....	13
Administration et soutien et gestion des déchets.....	14
Services d'enseignement.....	15
Soins de santé et aide sociale.....	16
Arts, divertissements et loisirs.....	17
Hébergement et restauration.....	18
Autres services.....	19
Administration publique.....	20
Autre (veuillez préciser).....	77 O
Ne sais pas/Pas de réponse.....	99

**103:****THNK**

Je vous remercie de votre collaboration et du temps que vous m'avez consacré!

1-Achèvement  
@thnk

Vos réponses n'auront aucune incidence sur vos relations actuelles ou futures avec le gouvernement fédéral. De plus, nous traiterons vos réponses en conformité avec la Loi sur la protection des renseignements personnels et avec les autres lois de même nature. Aimerez-vous obtenir de plus amples renseignements à ce sujet?

@info  
1- Oui  
2- Non

**105:**

**INFO2**

=> +1 si NOT (INFO=#1)

Le rapport découlant du présent sondage présentera des résultats globaux seulement et vous ne serez pas associé aux commentaires y figurant. On peut se renseigner sur la présente étude auprès du ministère des Ressources humaines et du Développement social en vertu de la Loi sur l'accès à l'information.

Le projet s'intitule: Enquête de référence sur les compétences essentielles (2006-2007). La marche à suivre pour la présentation d'une demande officielle figure dans la publication Info Source dont on peut se procurer un exemplaire au Centre Service Canada le plus près de chez soi ou à l'adresse Internet suivante: <http://infosource.gc.ca>

@INFO2

1 - Fin de l'entrevue

APPENDIX B  
RESPONSE RATE TABLE



## Overall Call Results and Response Rates Table

Total Numbers Accepted		11,354
Total out of scope		998
Numbers not in service	855	
Non Businesses	113	
Duplicates	24	
Numbers blocked by Phone companies	6	
Unresolved		5,272
Busy , no answers, Answering machines	5,271	
Retired, called 10 times without success	1	
In-scope Non-responding		2,909
Referred to Head Office	932	
Language difficulty	33	
Other	176	
Unavailable	226	
refusals	1,505	
Break offs	37	
In-scope Responding units		2,175
Completes	1,501	
Ineligible.	374	
Quota Filled	300	
Response Rate		21%

Average time 16.7 minutes  
 Pre-test February 13-14, 2007  
 Field start February 20, 2007  
 Field completed March 23, 2007.