

SECTION 1: BUSINESS GENERAL INFORMATION SHEET

DATE OF ORGANIZATIONAL NEEDS ASSESSMENT: _____

Business Name:

Province :

Business Address:

Business Website:

Name of Business/Project Manager:

Project Contact Information:

(Phone)..... (Email)

Business Area: Products Services

Core Activities of Business:

Year of Business Creation:

Number of Months in Operations per Year:

Number of Employees:

___ Full-time ___ Part-time
___ Seasonal ___ Contractual

Active Internet connection: Yes No

Wireless Network in the company: Yes No

Number of computers in the Company:

Technology Devices Used in the Company:

- Computer, Printer, Other, Tablet, Cell Phone, Other

Number of Different Occupations/Positions in the Company:

Summary Description of Occupations/Positions in the Company:

(Are there job descriptions for the different positions?) Yes No

SECTION 2: WORKPLACE TRAINING/LEARNING CULTURE

Does your company have a written policy regarding workplace training/employee training? Yes <input type="checkbox"/> No <input type="checkbox"/>	
Does your company have a dedicated person for workplace training/employee training? ? Yes <input type="checkbox"/> No <input type="checkbox"/>	
Do you provide training to your employees? Yes <input type="checkbox"/> No <input type="checkbox"/>	
If so, what types of training do you provide?	<input type="checkbox"/> Employee Orientation <input type="checkbox"/> Health and Safety <input type="checkbox"/> Training for senior staff <input type="checkbox"/> Training for administrative staff <input type="checkbox"/> Training for front-line employees <input type="checkbox"/> Other: <input type="checkbox"/> Other:
If so, what are the training topics?	<input type="checkbox"/> Tasks-targeted training (technical) <input type="checkbox"/> Basic skills training (reading, calculating, using documents) <input type="checkbox"/> Technology training <input type="checkbox"/> Other: <input type="checkbox"/> Other:
If so, when do you provide training?	<input type="checkbox"/> During working hours <input type="checkbox"/> Outside working hours <input type="checkbox"/> During and outside working hours (50/50) <input type="checkbox"/> Other:
If so, who usually provides training?	<input type="checkbox"/> Internal resource <input type="checkbox"/> External resource <input type="checkbox"/> Internal and external resource as needed
If so, how do you provide the training?	<input type="checkbox"/> Face to face <input type="checkbox"/> Online <input type="checkbox"/> Other technology: <input type="checkbox"/> Other:
If so, how many hours are spent on workplace training/employee development in a year?	<input type="checkbox"/> Less than 10 <input type="checkbox"/> 10-30 <input type="checkbox"/> More than 30
What do you think are the five most important training needs in your company?	
1.	
2.	
3.	
4.	
5.	

SECTION 3: ESSENTIAL SKILLS IMPACT ASSESSMENT

READING

Reading refers to understanding materials written in sentences or paragraphs (e.g. letters, manuals, etc.)¹

ASSESSMENT STATEMENTS

Read each statement carefully. Check off any statements that accurately reflect your workplace.

Generally, employees are able to:

- Refer to written materials when searching for information.
- Read and understand simple texts such as product labels, emails or memos.
- Read and understand written instructions, such as work orders.
- Skim lengthier texts for overall meaning and key ideas.
- Identify relevant and irrelevant information in texts.
- Find key pieces of information in complex or formal documents, such as service contracts.
- Analyze and integrate information from several sources.
- Refer to manuals for information on how to complete work tasks.
- Read and understand complex texts, such as company policies or training manuals.

MY ALTERNATIVE STATEMENTS

Create personalized statements below. Use them to replace any statements that are not applicable to your workplace.

- _____
- _____
- _____

IMPACT ON BUSINESS PERFORMANCE

Check off any areas where you believe this skill is having a negative impact.

- Level of productivity
- Product or service quality
- Customer or supplier relations
- Internal communication
- Training and professional development
- Workplace safety
- Organizational capacity for change
- Other:

LEVEL OF IMPACT

Check off the overall level of impact you believe this skill is having on your business performance.

- High impact on business performance
- Medium impact on business performance
- Low impact on business performance

RESULTS CHART

		LEVEL OF IMPACT		
		High	Medium	Low
TOTAL STATEMENTS	0-2 statements			
	3-6 statements			
	7-9 statements			

¹ Assessment Tool Developed by the Office of Literacy and Essential Skills, Employment and Social Development Canada: "Organizational Needs Assessment" - <http://www.bdaa.ca/biblio/apprenti/rhdcc/ebo/ebo.pdf> (French Ressource)

DOCUMENT USE

Document Use refers to using and understanding labels, graphs, signs and other similar materials.²

ASSESSMENT STATEMENTS

Read each statement carefully. Check off any statements that accurately reflect your workplace.

Generally, employees are able to:

- Find information in a document.
- Enter information into simple forms or charts, such as checklists or overtime forms.
- Enter information into complex forms or charts, such as annual budgets or production schedules.
- Understand simple charts, graphs or drawings, such as phone lists or hazardous materials labels.
- Understand complex charts, graphs or drawings, such as blueprints or product specifications.
- Compare information from various tables and/or graphs.
- Incorporate and analyze information from a variety of charts and/or graphs.
- Create charts or graphs, such as work schedules or production reports.
- Create sketches or drawings by hand or with software, such as scale drawings.

MY ALTERNATIVE STATEMENTS

Create personalized statements below. Use them to replace any statements that are not applicable to your workplace.

- _____
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IMPACT ON BUSINESS PERFORMANCE

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- Organizational capacity for change
- Other:

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RESULTS CHART

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² Assessment Tool Developed by the Office of Literacy and Essential Skills, Employment and Social Development Canada: "Assessing Organizational Needs" - <http://www.bdaa.ca/biblio/apprenti/rhdcc/ebo/ebo.pdf>

NUMERACY

Numeracy refers to using and understanding numbers.³

ASSESSMENT STATEMENTS

Read each statement carefully. Check off any statements that accurately reflect your workplace.

Generally, employees are able to:

- Perform simple calculations, such as addition or subtraction.
- Perform more complex calculations, such as multiplication or division.
- Perform complex or multi-step operations, such as calculating averages or percentages.
- Convert numbers from one unit of measurement to another, such as inches to feet or Canadian dollars to U.S. dollars.
- Perform financial transactions, such as settling cash payments or preparing bills.
- Measure quantities or dimensions, such as the area of a room.
- Analyze or compare numerical data to identify trends or compile statistics.
- Plan or monitor schedules and/or budgets.
- Make estimations when values are unknown, such as the time required to complete a task.

MY ALTERNATIVE STATEMENTS: Create personalized statements below. Use them to replace any statements that are not applicable to your workplace.

- _____
- _____
- _____

IMPACT ON BUSINESS PERFORMANCE: Check off any areas where you believe this skill is having a negative impact.

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WRITING

Writing refers to writing text or typing on a computer.⁴

ASSESSMENT STATEMENTS

Read each statement carefully. Check off any statements that accurately reflect your workplace.

Generally, employees are able to:

- Write brief text that is less than a paragraph, such as log entries or reminder notes.
- Write text that is a paragraph or longer, such as memos or letters.
- Write text using correct grammar and spelling.
- Write with a clear purpose, such as to inform or to request information.
- Write informal text intended for familiar audiences, such as notes to coworkers.
- Write formal text using a structured format, such as letters to customers or suppliers.
- Write text using an appropriate tone for the occasion, such as a compassionate or an apologetic tone.
- Write text that requires original content that varies from one instance to the next, such as a business plan or a proposal.
- Influence the actions or ideas of others through writing.

MY ALTERNATIVE STATEMENTS

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ORAL COMMUNICATION

Oral communication refers to using speech to share thoughts and information.⁵

ASSESSMENT STATEMENTS

Read each statement carefully. Check off any statements that accurately reflect your workplace.

Generally, employees are able to:

- Use various types of oral communication, such as in person or by telephone.
- Use proper grammar and pronunciation when speaking.
- Adapt tone, vocabulary and body language to different situations or audiences.
- Communicate information clearly and concisely, such as leaving detailed telephone messages.
- Understand information that is presented orally, such as detailed work instructions.
- Communicate comfortably with a variety of audiences, such as customers or supervisors.
- Provide sufficient context to limit the need for clarification or more information.
- Seek information by asking clear questions.
- Express personal opinions and participate in group discussions.

MY ALTERNATIVE STATEMENTS

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WORKING WITH OTHERS

Working with Others refers to interacting with others to complete tasks.⁶

ASSESSMENT STATEMENTS

Read each statement carefully. Check off any statements that accurately reflect your workplace.

Generally, employees are able to:

- Share information with others willingly.
- Take time to help others with their work.
- Work cooperatively in a group to achieve common goals.
- Complete assigned tasks when working with others.
- Demonstrate respect for the ideas and expertise of others.
- Resolve conflicts when working with others.
- Take on leadership roles, such as mentors or advisors.
- Ask for help when required.
- Work independently when required.

MY ALTERNATIVE STATEMENTS

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THINKING

Thinking refers to reviewing information to make decisions.⁷

ASSESSMENT STATEMENTS

Read each statement carefully. Check off any statements that accurately reflect your workplace.

Generally, employees are able to:

- Recognize and identify problems.
- Identify reasonable options to address a problem.
- Evaluate options and choose the best course of action when confronted with a problem or a decision.
- Assess the effectiveness of a solution and make adjustments if needed.
- Make reasonable assumptions when information is unavailable.
- Find and apply relevant information required to complete a work task.
- Organize work tasks effectively, according to level of priority.
- Memorize information required for different job tasks.
- Use previous experiences to help solve new problems or make decisions.

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CONTINUS LEARNING

Continuous Learning refers to participating in an ongoing process of gaining skills and knowledge (e.g. workplace training).⁸

ASSESSMENT STATEMENTS

Read each statement carefully. Check off any statements that accurately reflect your workplace.

Generally, employees are able to:

- Develop a learning plan with guidance.
- Seek learning opportunities, materials and/or resources.
- Learn from past experiences and apply lessons learned to new situations.
- Try new ways of doing things.
- Learn from the expertise of others.
- Actively participate in training.
- Apply new skills and knowledge.
- Ensure skills remain up-to-date.
- Recognize individual learning styles, such as learning by seeing, hearing or doing.

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COMPUTER USE

Computer Use refers to using computers and other technical tools.⁹

ASSESSMENT STATEMENTS

Read each statement carefully. Check off any statements that accurately reflect your workplace.

Generally, employees are able to:

- Use different forms of technology, such as photocopiers, cash registers or two-way radios.
- Perform basic interactions with a computer, such as logging on or printing a file.
- Use word processing software to perform tasks such as producing or formatting text.
- Use spreadsheet software to perform tasks such as entering or organizing data.
- Use databases to perform tasks such as finding or verifying information.
- Use a variety of email functions, such as sending attachments or emailing a group of people.
- Use company-specific software, such as financial or design software.
- Use the Internet to perform tasks such as searching for information.
- Use computer skills to improve the efficiency and/or quality of work.

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RESULTS CHART


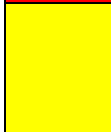

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RESULTS CHART INSTRUCTIONS

1. Refer to your results under TOTAL STATEMENTS and LEVEL OF IMPACT for the first skill you assessed in Section 1: Essential Skills Assessment.
2. Using your results, locate the corresponding row and column in the chart.
3. Write the name of the skill in the corresponding cell of the chart.
4. Locate the cell color in the CELL COLOR GUIDE (below the chart) to interpret your results.
5. Repeat steps 1-4 for each skill you assessed.

CELL COLOR GUIDE

	This Essential Skill likely requires upgrading in your workplace..
	This Essential Skill may require upgrading in your workplace. Consider asking front-line employees and/or managers for additional input, or re-assess different areas of the organization individually.
	This Essential Skill is not likely an issue in your workplace. Re-assess this skill if conditions change.