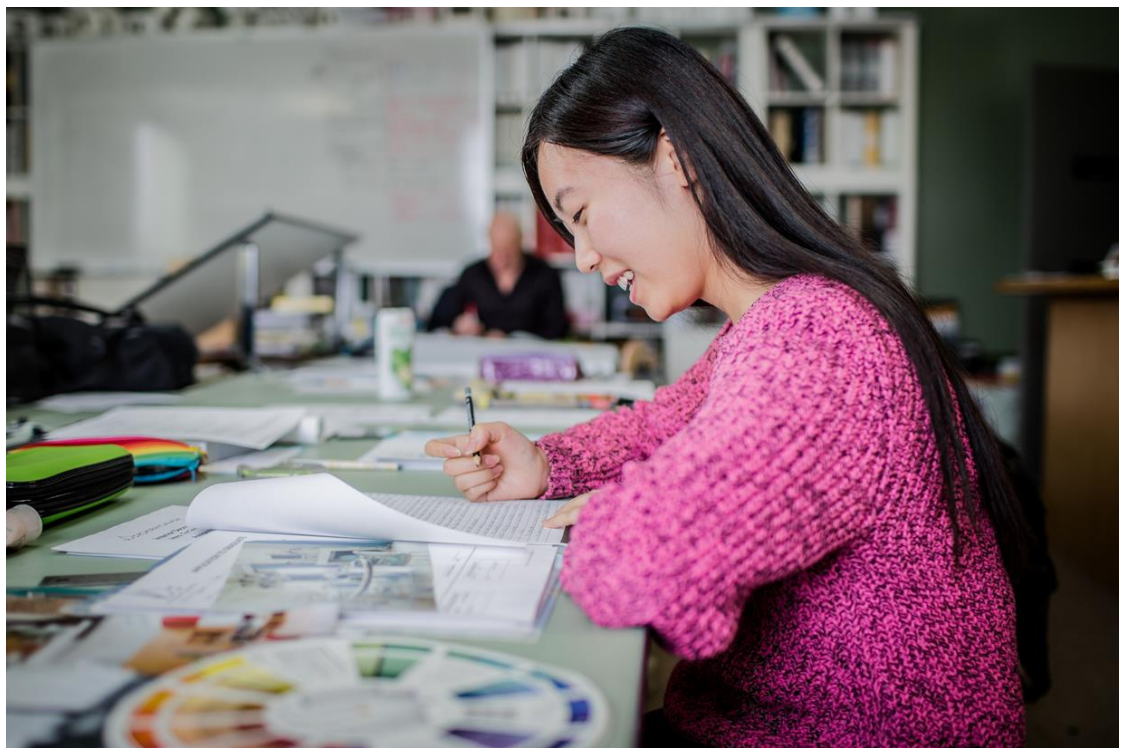


March 2023

Enhancing Employability Through Soft Skills Development

Final Report



NLWIC Boilerplate

Enhancing Employability Through Soft Skills Development is a research project led by Academy Canada and funded by the NL Workforce Innovation Centre (NLWIC).

Established in 2017 by the Government of Newfoundland and Labrador and administered by College of the North Atlantic, NLWIC has a provincial mandate to provide a coordinated, central point of access to engage all labour market stakeholders about challenges, opportunities and best practices in workforce development. The Centre's goal is to promote and support the research, testing and sharing of **ideas** and models of **innovation** in workforce development that will positively **impact** employability, employment and entrepreneurship within the province's labour force and particularly underrepresented groups. Funding for NLWIC is provided by the Department of Immigration, Population Growth and Skills (IPGS) under the Canada-Newfoundland and Labrador Labour Market Development Agreement.

Academy Canada has provided this **Enhancing Employability Through Soft Skills Development Final Report** to NLWIC as a project deliverable outlined in the Agreement signed on October 16, 2019 between College of the North Atlantic and Academy Canada. Under that Agreement, the Final Report and all other research project deliverables are the Intellectual Property of IPGS.

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NLWIC Requirements for Final Report Checklist



Ideas. Innovation. Impact.

Name of Proponent Organization: Academy Canada

Title of Research Project: Enhancing Employability through Soft Skills Development

Requirement	Included (yes/no/NA)	Page #'s of Final Report
NLWIC boilerplate	Yes	Page 2
Executive Summary	Yes	Page 7
Recommendations for policies, programs and/or service delivery models	Yes	Page 30
If and how this research could be applied to other sectors and/or under-represented groups	Yes	Page 31
Dissemination plan post ending of the research project – in Appendix	Yes	Page 68
Any sensitivities with respect to the dissemination of the Final Report and deliverables – in Appendix	Yes	Page 68
Deliverables – listed, described and received, e.g. phase reports, tools, curriculum, etc.	Yes	Page 33
Areas/opportunities for further research	Yes	Page 32
Other:	N/A	N/A

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Definition of Terms

Active Listening: The capacity to give full attention to what other people are saying, take time to understand the points being made, ask questions as appropriate, and not interrupt at inappropriate times.

Adaptability: The capacity to flexibly adjust and effectively respond to changes in environment and conditions.

Attention to Detail: The capacity to achieve thoroughness and accuracy when accomplishing a task.

Coordinating: The capacity to adjust actions in relation or response to others' actions.

Critical Thinking: The capacity to use logic and reasoning to: deconstruct information into smaller categories; question assumptions and biases; and identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.

Decision Making: The capacity to analyze information and choices, considering the relative costs and benefits of potential options, to choose the best solutions.

Fluency of Ideas: The capacity to brainstorm and generate new ideas.

Intercultural Skills: The capacity to communicate, interact, and work effectively and appropriately with people from different cultural backgrounds.

Job Task Planning and Organizing: The capacity to set goals and plan, organize, and sequence one's own tasks.

Lifelong Learning: The capacity to continually develop and improve one's skills and knowledge.

Monitoring and Evaluation: The capacity to identify measures or indicators of performance, assess performance using those measures or indicators, and determine the actions needed to improve or correct performance.

Oral Comprehension: The capacity to listen to and understand information and ideas presented through spoken words and sentences.

Oral Expression: The capacity to talk to others to convey information effectively.

Problem Sensitivity: The capacity to recognize when something is wrong or is likely to go wrong.

Productivity: The capacity to create, particularly at a high quality and quick speed.

Reflective Ability: The capacity to critically review, analyze, and evaluate a situation in order to learn from the experience and apply such insights to future situations. (This includes the ability to self-assess and self-monitor, and responsivity to constructive feedback.)

Resilience: The capacity to cope or recover in spite of setbacks, barriers, or limited resources.

Self-Regulation: The capacity to be aware of and flexibly manage one's emotions and reactions and act with integrity when faced with personal and professional opportunities that carry both risk and reward.

Service Orientation: The capacity to actively look for ways to help people.

Social Perceptiveness: The capacity to anticipate and be aware of others' perspectives and reactions, and understand why they react as they do.

Time Management: The capacity to manage one's own time.

Working with Others: The capacity to collaborate with others to generate ideas, make decisions, and carry out tasks.

Section 1: Executive Summary

Enhancing Employability Through Soft Skills Development is a research project and pilot program that sought to determine the soft skill gaps among workers in Newfoundland and Labrador and to further assess how programs designed to develop these soft skills would impact the employability of its participants.

The aim of this project was to increase and enhance the province's labour supply by filling the soft skills gaps through training that working individuals need in order to become valuable and productive members of the workforce.

Phase I of the research project involved an in-depth labour market analysis in order to collect documented evidence of soft skills that are lacking and/or in demand in the Newfoundland and Labrador (NL) labour force. National and international trends in workplace skills demand were also explored. This labour market analysis was expanded through needs assessment interviews and surveys in Phase II of this project.

A better articulation of what employers in Newfoundland and Labrador are looking for when it comes to soft skills was helpful with the training design for this project and informing individuals about the skills they need to attain and maintain employment.

A literature review and inter-jurisdictional scan was performed to determine ways the soft skills gap is being addressed by other colleges and organizations across the province and country. A set of skills were identified as the focus for the Phase III workshop series which include:



Soft Skills Topic Listing

Soft Skills
Analytical and Critical Thinking
Resilience, Flexibility, and Adaptability
Time Management
Collaboration and Teamwork
Problem Solving
Innovation, Originality, and Creativity
Communication (Listening, Speaking, and Writing)
Active Learning
Judgement and Decision Making
Persuasion and Negotiation
Service Orientation
Cultural Competence/Awareness
Emotional Intelligence and Social Perceptiveness

Phase II involved a series of needs assessment interviews and surveys which were completed with the following questions in mind: What soft skills and abilities are employers in Newfoundland and Labrador looking for to fulfill their workforce needs? What soft skills and abilities are needed to grow their companies, and improve the resilience of the NL economy and workforce to changing labour market demands? How big of a challenge is the skills gap for NL employers? What soft skills are most important for new graduates to enhance their employability?

384 stakeholders in the post-secondary education and business communities were engaged through the survey. Their respective needs, concerns, aspirations, and efforts were used to better inform the process of equipping individuals with the soft skills they need to be workplace ready.

Participants were asked to consider the importance of 31 skills for individuals to enhance their employability (their ability to get and keep a job). It was a follow-up to labour market research collected in Phase I to determine the soft skills most in demand by employers in other jurisdictions. According to the 384 survey respondents, the skills deemed most important for employability were:

Active Listening	The capacity to give full attention to what other people are saying, take time to understand the points being made, ask questions as appropriate, and not interrupt at inappropriate times.
Oral Comprehension	The capacity to listen to and understand information and ideas presented through spoken words and sentences.
Oral Expression	The capacity to talk to others to convey information effectively.
Working with Others	The capacity to collaborate with others to generate ideas, make decisions, and carry out tasks.
Attention to Detail	The capacity to achieve thoroughness and accuracy when accomplishing a task.
Time Management	The capacity to manage one's own time.
Problem Sensitivity	The capacity to recognize when something is wrong or is likely to go wrong.
Critical Thinking	The capacity to use logic and reasoning to: deconstruction information into smaller categories; question assumptions and biases; and identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.
Adaptability	The capacity to flexibly adjust and effectively respond to changes in environment and conditions.
Lifelong Learning	The capacity to continually develop and improve one's skills and knowledge.

Based on the findings from the research and surveys of phases I and II, the list of skills identified were combined in clusters (see below) in order to identify topics for prospective training workshops. As such, a total of 5 workshop titles were identified.



Oral Communication

1. Oral Comprehension
2. Active Listening
3. Oral Expression



Time Management, Planning and Goal Setting

5. Time Management
4. Attention to Detail
12. Job Task Planning and Organizing
16. Productivity
24. Monitoring and Evaluation



Critical Thinking and Problem Solving

6. Problem Sensitivity
4. Attention to Detail
10. Critical Thinking
15. Decision Making
22. Fluency of Ideas



Working with Others

7. Working with Others
14. Intercultural Skills
20. Service Orientation
21. Coordinating
27. Social Perceptiveness



Personal Management, Adaptability and Self-Awareness

8. Adaptability
9. Lifelong Learning
11. Self-Regulation
13. Resilience
18. Reflective Ability
24. Monitoring and Evaluation

The number of workshops developed was contingent upon the diversity of skills identified in Phase II. Thus, the skills that complimented each other were sorted into clusters so that those identified in Phase II could be represented. Workshops were then developed and delivered over approximately 1 year after which feedback was collected for the purposes of this study and to determine student success post-workshop completion. Each workshop incorporated content and activities to help enhance and outline

the importance of the soft skills included in each cluster. The results and more details about the project phases are described in later sections of this report.

Methodology

Phase I/Phase II:

Phases I and II consisted of various methods for gathering and analyzing information which included an inter-jurisdictional review, literature review, environmental scan, data analysis and an evaluation study. These are presented in previous reports.

Phase III:

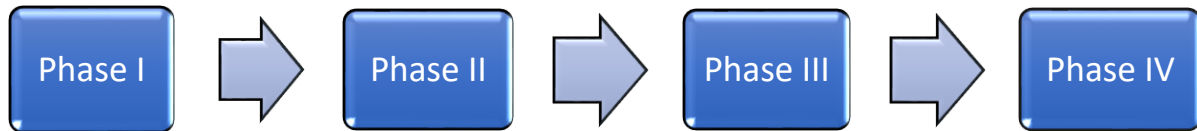
The research design for phase III, for the most part, was qualitative. Data was collected from semi-structured interviews, as well as from ongoing engagement with workshop participants and facilitators. The qualitative approach allowed us to have meaningful conversations with participants in order to gauge their true outlook and opinion of the workshops. This gave us the opportunity to investigate further if something of interest was mentioned. Furthermore, this approach, due to its flexibility, allowed us to extend our understanding of student and instructor experiences. Our workshop feedback forms consisted of both qualitative and quantitative components. Students ranked their experiences on a specific scale, but also answered short-answer questions that allowed them to elaborate.

Project Overview

Soft skills are the key to attaining and maintaining employment. They encompass self-awareness and self-regulation, professionalism and respectfulness, organization and productivity, people skills, oral and written communication, learning, problem solving, decision making, and teamwork. With these skills in hand, individuals increase their chances of being hired and keeping a job (John, 2009). This project aims to answer the research question “Will focused soft skills training enhance the employability of Newfoundlanders and Labradorians?”. The motivation for this research project came from identification of a challenge facing Newfoundland and Labrador’s workforce. Within the Academy Canada network (instructors and staff, students and graduates, employers, associations, community groups, and government councillors) discussion of these challenges is commonplace. One of the major challenges being discussed is the growing soft skills gap.

In 2019, Academy Canada submitted a proposal to NLWIC to research whether focused soft skills training would enhance the employability of Newfoundlanders and Labradorians. This project was designed to investigate soft skill awareness, possession, and the needs of those in or entering the workforce, as well as what employers were observing as skill gaps among employees. In order to answer the main research question- Will focused soft skills training enhance the employability of Newfoundlanders and Labradorians? - various levels of research had to be conducted. This took place

over an approximate 3.5-year span and involved 4 phases which will be described in depth in the subsequent sections.



Phase I

Phase I of the project involved a comprehensive labour market analysis through needs assessments interviews and surveys. This portion of the project focused on data collection, research, and analysis.

Upon approval for this research, the proposal was submitted to the required Research Ethics Board for approval. Thus, it complies with ethical standards outlined in the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans.

An in-depth labour market analysis was conducted in order to collect documented evidence of soft skills that are lacking and/or in demand in the Newfoundland and Labrador labour force. Reports prepared by the Department of Advanced Education, Skills, and Labour (Government of Newfoundland and Labrador, 2019), as well as Canada Job Bank (Government of Canada, 2020), and the Government of Canada's Office of Literacy and Essential Skills (Government of Canada, 2020). This labour market analysis was expanded through the needs assessment interviews and surveys conducted in Phase II.

Furthermore, we performed a literature and inter-jurisdictional review to determine the ways in which the soft skills gap is being addressed by other colleges and organizations across the country. We evaluated these approaches so as to determine their suitability for addressing our needs. These findings have been presented in a previous report.

Phase II

Phase II expanded on the labour market analysis through needs assessment interviews and surveys. It also involved engaging with employers, members of local community and service groups, graduates, current students and instructors from Academy Canada as well as from other provincial colleges, and persons in or entering the workforce.

With the information from Phase I in hand, needs assessments (interviews and surveys) were designed in order to collect information on the specific soft skills lacking by the Newfoundland and Labrador labour supply. Individuals from various groups were the target which included:

- Current post-secondary students to determine perceived weaknesses in soft skills that may impact their employability (ease of attaining and maintaining employment)
- Post-secondary graduates to determine skills they wish they had better developed skills to aid in their transition to employment and help them maintain employment.

- Employers, members of the partner organizations, and instructors and staff at Academy Canada and other post-secondary institutions to determine soft skill gaps among their employees/clients/students, and the soft skills with which new hires should enter the workplace

This process began by interviewing 2-3 members of the groups with open-ended questions in order to narrow down questions to use in surveys for further information gathering with a larger sample size. At least 50% of those engaged for the interviews and surveys were from outside of Academy Canada (i.e. students, graduates, and instructors from other post-secondary institutions; employers; and members and clients of the partner organizations)

The results of surveys were analyzed and summarized and connected to inter-jurisdictional review results in order to determine skills to target in our proceeding soft skill development workshops.

This phase of the research engaged employers, members of local community and service groups, graduates, current students, and instructors. Their respective efforts, needs, concerns, and aspirations were used to better inform the process of equipping individuals with the soft skills they need to be workplace ready. The results of this phase were summarized in a previous report.

Phase III

Phase III involved the development and delivery of soft skill workshops that were offered over a period of approximately 1 year. A total of 5 workshops were designed. The content was developed by our curriculum team and consists of information and activities from various sources such as websites, textbooks, surveys, articles and various other publications.

Each workshop consists of four 2-hour sessions, for a total of 8 hours each. They were delivered once per week at various locations across the province such as St. John's, Corner Brook, Happy Valley Goose Bay, and Sheshatshiu. A virtual option was also available which enabled the workshops to be accessible by anyone who wished to participate in Newfoundland and Labrador.

For the virtual option, facilitators were equipped with camera equipment that was set up in their classrooms so that students could see the whiteboard along with their instructor. The facilitators set up meeting rooms via Microsoft Teams and sent the meeting link to all prospective participants each week prior to the start of class. Along with the link, students were sent any materials or worksheets they might need for the class activities. Students were able to choose whether they participated from home, or if they came on campus. This was convenient for most because if they typically tended to participate on-site, but if something came up and they had to stay home, they had the additional option of participating online. In general, students used their personal computers or their cellular devices to participate. We found that, overall, there were more participants for the virtual option than on-site. However, the on-site numbers remained sufficient to keep offering the option.

For each workshop, participants were encouraged to engage in the work as much as possible. The intent was for participation in this training to be intrinsically motivated. The idea was the more that participants put into the workshops, the more they would get out of the experience. Attendance is

integral to success in these workshops; however, participants were welcomed back even if they happened to miss sessions.

For session 1 of each workshop, participants were asked to complete the “Pre-Training Self-Assessment” (See Appendix A). Completion of this assessment was for the benefit of the participant only. Its primary function was to provide a benchmark for them to compare their responses at the end of the 4 sessions. Participants were also asked to complete a consent form for participating in this funded research project (See Appendix B). The form served as both a consent and enrollment form and gathered basic information such as contact information, employment status or program of study, whichever applied. For session 4 of each workshop, participants were asked to complete the “Post-Training Self-Assessment” (See Appendix C). Participants were informed that they were not required to share their responses to these assessments since they were for their own personal benefit.

Furthermore, each class had a question/suggestion box available in order to give participants an opportunity to provide anonymous suggestions or to ask questions. Each question or suggestion was addressed in the subsequent session. Any suggestion that involved class content or modification was passed along to the project coordinator for consideration and potential curriculum changes.

During the last session of a workshop, participants are asked to reflect on their experience and learnings and complete the workshop feedback form (See Appendix D) in order to provide their thoughts, comments, and feedback on the workshop content and their facilitator.

Moreover, upon completion of all 4 sessions of a workshop, participants were awarded with a Certificate of Completion (See Appendix E). Participants were also encouraged to include their certificates in their professional portfolios along with listing the training on their resumes.

The workshop activities were created so as to serve as a basis for discussion. Discussion is inherently important for this type of training as it provides alternate views and perspectives from a demographically diverse group. The activities were created to give examples of good social and workplace practices that are relevant, and they also help to promote self-reflection which is fundamental to personal and professional growth.

As mentioned, the topics for the workshops were based on the findings of previous research. Each workshop consisted of information, activities, discussions, videos, and writing, all designed to enhance/develop specified soft skills. These were compiled into respective “Facilitator Guides”. The workshops provided participants with the opportunity to learn areas about which they might not have been familiar, as well as capitalizing on the ones they already possess. Along with lectures, discussions, and group learning opportunities, each participant was equipped with a “Participant Workbook” which consists of corresponding learning activities and lessons for the workshops, but also opportunities for further reading and practice on their own time.

Once the workshops were developed, recruitment efforts were made in order to promote the workshops, gauge interest, and sign up those interested in participating. Recruitment involved promotion via advertisements on social media outlets such as Twitter, Facebook and Instagram. Moreover, emails were sent to contacts on our listserv as well as to various community groups such as

the Association for New Canadians, public libraries, and community centres. The advertisements included upcoming workshop information such as potential start dates, locations, workshop content, and a form into which individuals could sign up.

Interested participants who signed up were then contacted regarding official start dates and times of the workshops. At the start of this phase, it was decided that each workshop would be offered at least twice, and then the workshop considered the most popular would be offered once more. The Oral Communication workshop was offered 4 times and had 45 participants. Working with Others was offered 3 times with 27 participants. Personal Management, Adaptability, and Self-Awareness was offered twice with 16 participants, and Time Management, Planning, and Goal setting was offered twice with 31 participants.



Participation Statistics
Offering Details

Workshop Title	Number of Times Offered	Number of Participants
Oral Communication	4	45
Working with Others	3	27
Personal Management, Adaptability, and Self-Awareness	2	16
Critical Thinking and Problem Solving	2	47
Time Management, Planning, and Goal Setting	2	31

*This table includes the number of participants overall. Some completed all 4 sessions of the respective workshops while some only completed 1-3 sessions.

Workshop delivery (see above table) was contingent upon on location, time, and resources. However, Oral Communication was offered more because the facilitators in both Happy Valley Goose Bay and Sheshatshiu both felt as though this workshop would be of more value and interest to the participants in those communities.

Each offering of the workshops was an opportunity to receive feedback so that continuous improvements could be made to the curriculum. This feedback came from both facilitators and participants which proved valuable and ensured the quality of subsequent versions of the curriculum. Based on feedback surveys, discussions with facilitators, and direct feedback from participants, overall, the workshops were a success with plenty of uptake, continued interest for more training, and positive comments.

Oral Communication

The Oral Communication workshop comprises topics related to various communication skills, including active listening, oral comprehension and expression, self-regulation, among others. Upon completion of this workshop, learners will have enhanced their ability to understand messages, convey information, collaborate with others with the goal of generating ideas, decision-making, and carrying out tasks. The workshop also includes various discussion activities and speaking exercises to help with the improvement of communication skills. Some other soft skills covered include coordinating, social perceptiveness, working with others, and reflective ability. Participants learn about the communication process, nonverbal communication, audience analysis, public speaking, impromptu speaking, and miscommunication.

Much of the feedback (See below) for this workshop was positive. Participants largely chose “Agree” or “Strongly Agree” when asked whether they felt their knowledge of soft skills covered in this workshop had improved. The majority also agreed or strongly agreed that this workshop helped them to increase their awareness of the importance of oral communication skills for success in the workplace. Moreover, they agreed or strongly agreed that they learned strategies that they will continue to use to improve their oral communication skills at work. Participants indicated how they enjoyed the sessions, their facilitator, and the learning activities included in the workshop. One participant mentioned how beneficial this opportunity was for them, and another respondent stated how this training would be beneficial for anyone who avails of the training.



Working with Others

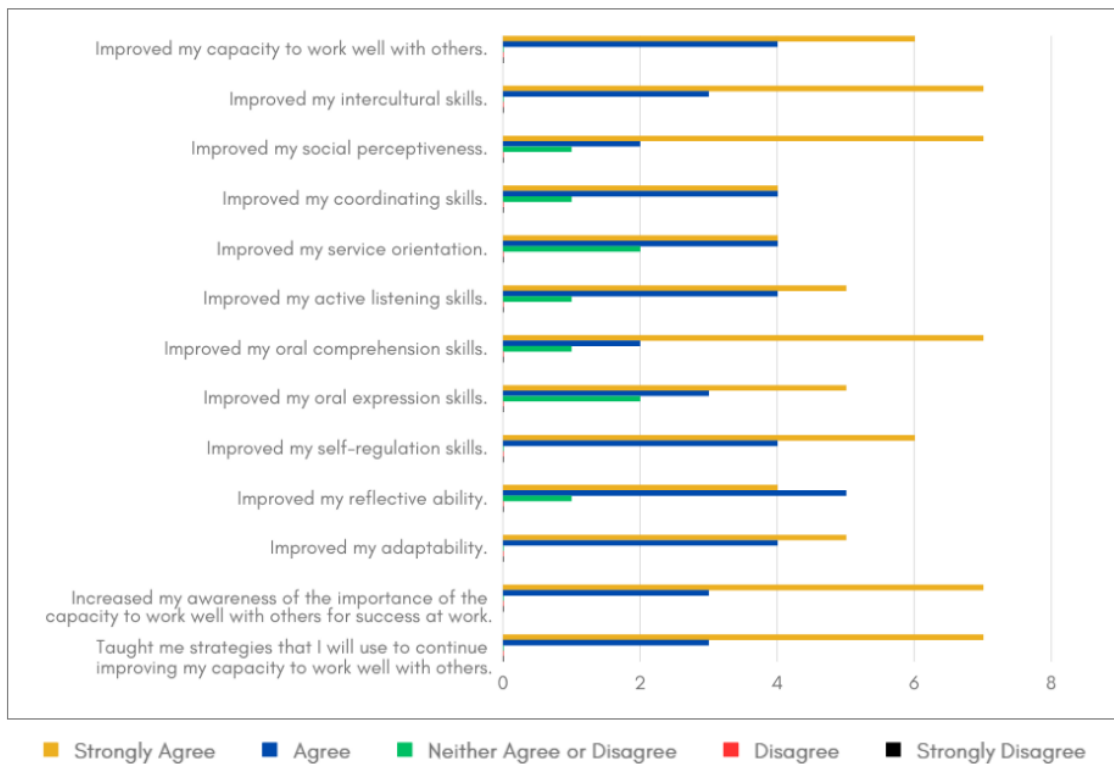
This workshop focuses on collaboration and conflict resolution in the workplace. The main emphasis is placed on the soft skill, working with others, however, participants also have the opportunity to work on other soft skills such as intercultural skills, social perceptiveness, self-regulation, and service orientation, to list a few. Of the four sessions, session 2 was designed and delivered by the Association for New Canadians (ANC) and is not a part of this submission. The workshop intends to introduce learners to concepts such as culture, diversity, conflict, discrimination and equality. It delves deeper with active discussion related to the benefits of diversity, communication challenges, and conflict resolution. Session 2, delivered by the ANC concentrates on cultural intelligence, bias, and anti-racism, along with immigration trends in Newfoundland and Labrador.

Upon completion of all four sessions, students gave their feedback in the form of a survey where they were asked how they felt their skills had improved, or otherwise, after completing the workshop (See Table 1 below). For this particular workshop, 17 individuals completed all four sessions. When asked whether they felt an improvement in the soft skills such as intercultural skills, social perceptiveness,

service orientation, adaptability, oral comprehension, to list a few, the majority of individuals either selected “Agree” or “Strongly Agree”. There were 2 participants who selected “Neither Agree or Disagree” when asked whether they felt an improvement in certain soft skills (See below). On the other hand, all participants either selected “Agree” or “Strongly Agree” when asked if they felt an increase in their awareness of the importance of the capacity to work well with others. The same response was received when asked whether the workshop was sufficient in teaching strategies for improving the participant’s capacity to work well with others. One participant commented on how this workshop was a great tool for continuing education and for keeping the brain active. Another individual commented on how much they enjoyed this workshop and that they would recommend it to anyone. Overall, this workshop received positive feedback. The consensus among participants is that they enjoyed the sessions, appreciated their workshop facilitator, and were eager for the next workshop.



Working with Others Workshop Feedback



Personal Management, Adaptability, and Self-Awareness

Personal Management, Adaptability, and Self-Awareness was designed to help participants practice or learn about another set of soft skills that can support them in various situations in the workplace. Some personal management skills discussed in this workshop include lifelong learning, resilience, self-regulation, monitoring and evaluation, and reflective ability. This workshop equips participants with the

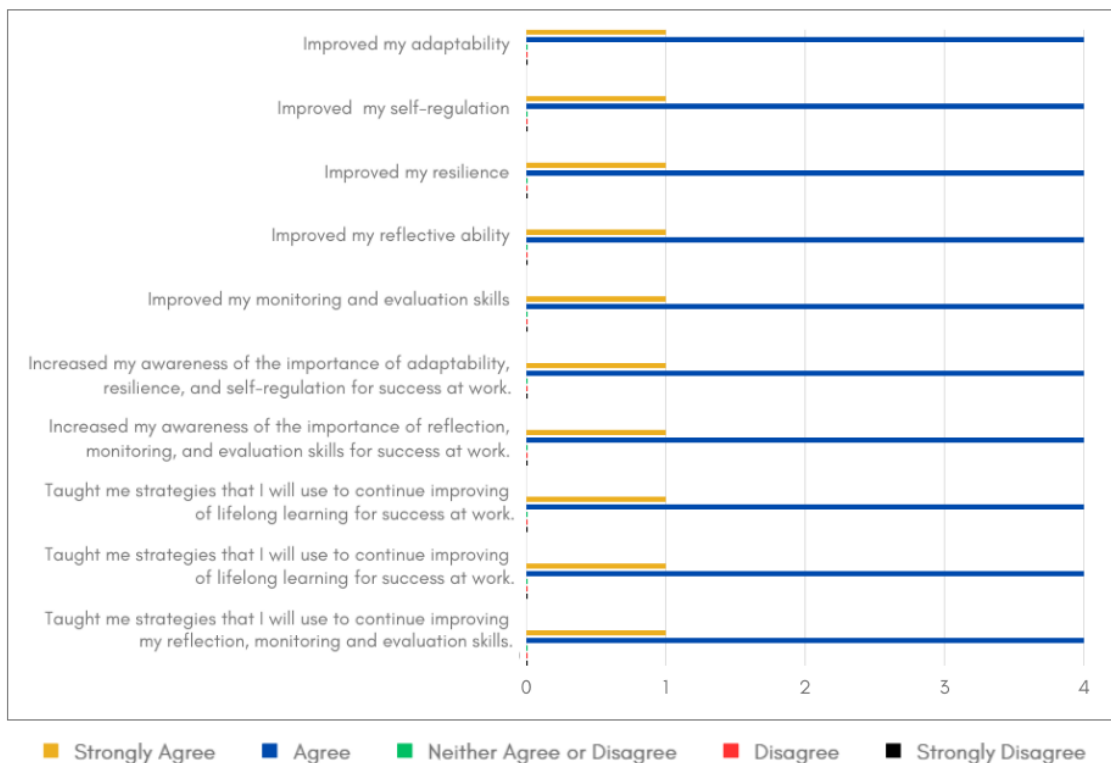
skills to help with challenging or clashing personalities in the workplace. Additionally, it focuses on recognizing and dealing with different behaviour types and attitudes in the workplace as well as the importance of self-awareness and the effect of recognizing the elements of your own personal identity. Various learning activities were created so that students could apply their knowledge to hypothetical situations with the intent of serving them in real-life situations. These activities focused on giving and receiving criticism, the value in learning from mistakes, dealing with stressors in the workplace, and adapting to changes.

The feedback (see below) form for this workshop asked participants about whether they felt their skills had improved. All of those who completed the workshop feedback form either selected “Agree” or “Strongly Agree”. When asked whether they felt an increase in their awareness of the importance of adaptability, resilience, and self-regulation for success at work, they all responded with “Agree” or “Strongly Agree”. The same responses were received when asked whether they learned strategies to continue improving on these skills. One participant commented to say how much they felt this workshop will benefit them at work and how they enjoyed their knowledgeable facilitator.



Personal Management, Adaptability, and Self-Awareness

Workshop Feedback



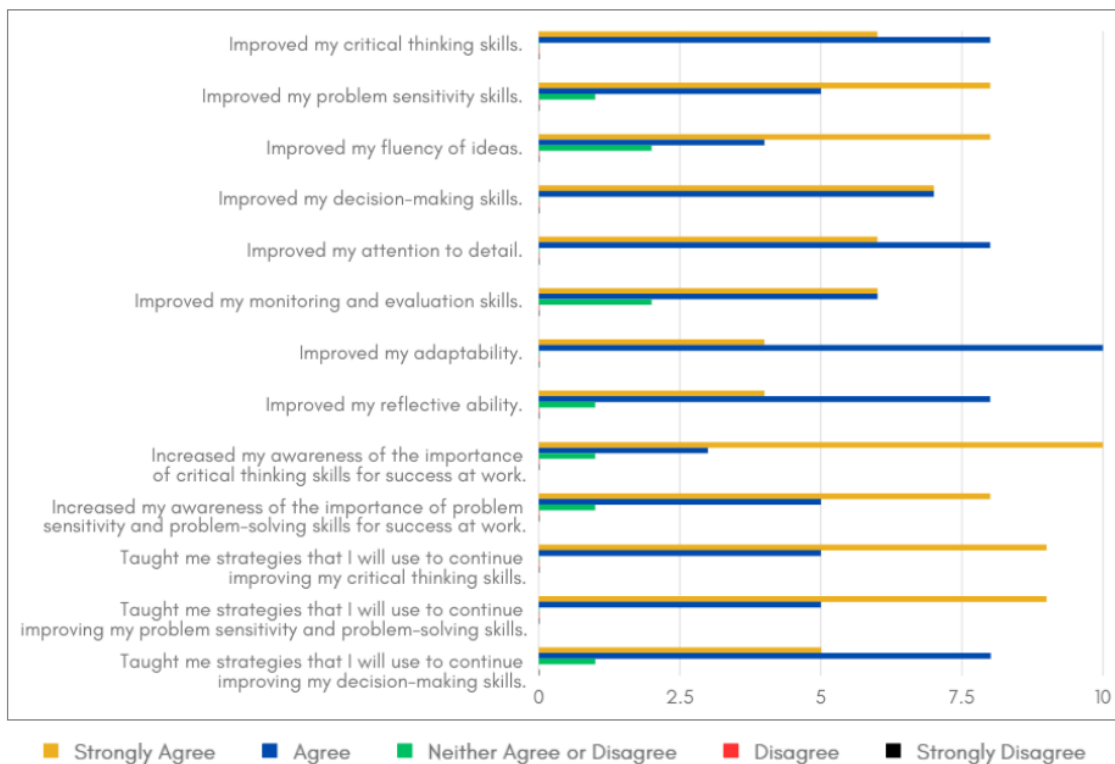
Critical Thinking and Problem Solving

Critical Thinking and Problem Solving focuses on building the skills that are integral to confidence in making decisions, approaching problems, and developing solutions in the workplace. Participants have the opportunity to exercise their critical thinking skills, capitalize on what they already know, and practice new approaches to problem solving. Lessons, learning activities and group discussions focus on topics such as deductive and inductive reasoning, the problem-solving process, Bloom’s Taxonomy, The RED model for critical thinking, among more. The other soft skills that participants will exercise throughout this workshop include problem sensitivity, attention to detail, reflective ability, fluency of ideas, to name a few.

When asked about their experiences (see below), the majority of participants of this workshop felt as though they had improved the soft skills presented. Likewise, they mainly agreed or strongly agreed that they learned approaches that will help them to continue improving these skills in the workplace. One participant indicated how they enjoyed the workshops and learned new approaches to situations at their workplace. Another was grateful for the opportunity and stated how they felt they can use their new skills for future job opportunities.



Critical Thinking and Problem Solving Workshop Feedback



Time Management, Planning, and Goal-Setting

This workshop helps participants take a practical look at how they manage their time, control their workload, and prioritize tasks. Included are activities that aid in enhancing the productivity and work quality of participants as well as improving punctuality, meeting deadlines, and efficiency in the workplace. Some of the soft skills presented in this workshop include job task planning and organizing, attention to detail, monitoring and evaluation, adaptability and resilience. Learners have the opportunity to engage in discussion activities, group work, and lessons throughout the 4 sessions.

Of the four offerings of this workshop, feedback (see below) remained largely positive. When asked whether participants felt as though their awareness of the presented soft skills was improved, 98% agreed or strongly agreed. Furthermore, 100% of participants also agreed or strongly agreed when asked whether they learned strategies that they will use to continue improving these soft skills. One participant stated how they revisited their daily routine and were able to make important changes so as to be more efficient. Another appreciated the mix of independent and group work and how this workshop was a great opportunity to get a refresher on skills they already possessed.



Time Management, Planning, and Goal Setting

Workshop Feedback



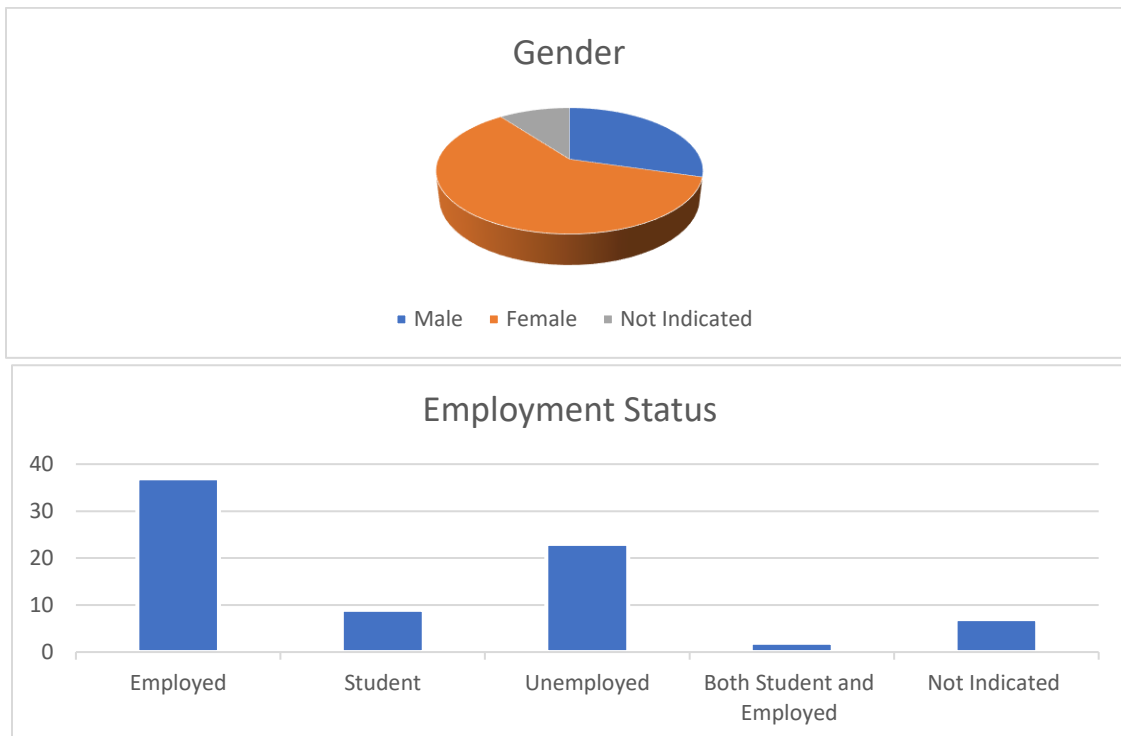
Phase IV

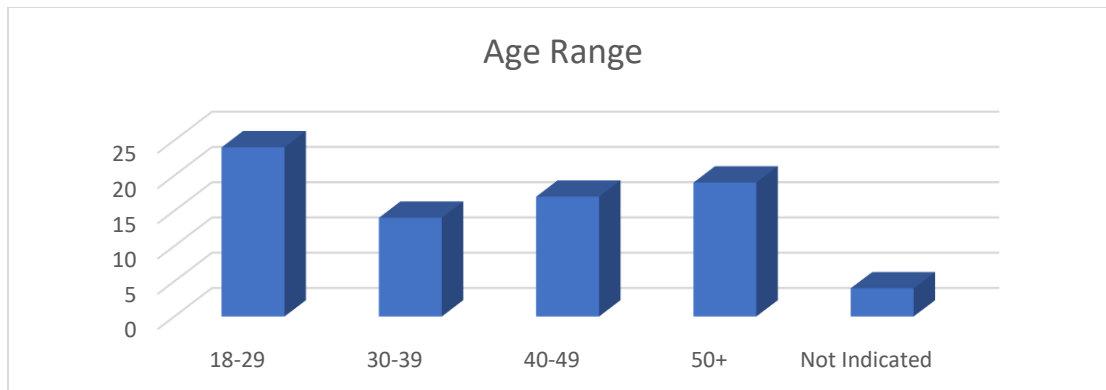
This is the final phase of this project which includes the contents of this report. This phase serves to summarize all of our findings (see next section) and share the final report. Moreover, the workshop materials, forms, assessments and any other pertinent material is to be shared with stakeholders.

Key Findings

First, it is important to outline the interest received when advertising the workshops. Overall, there were 188 individuals all over the province who pre-registered to participate in one or all of the workshops. This pre-registration involved signing up via a link that was either received as a part of our promotion in an email, or on a social media advertisement. Students were asked for their basic information and which of the workshops they would like to be contacted about. Of the 188, there were 78 individuals who had participated in the workshops. Of those who enrolled, 23 participants were male, 47 were female, and 8 did not indicate their gender (See “Gender” below). Moreover, of the participants, the majority (37 of 78) were employed, 9 were current students, 23 were unemployed, 2 were both students and employed, and 7 did not disclose their status (See “Employment Status” below). The participants also consisted of varying age groups. 24 individuals were between the ages of 18-29, 14 were between 30-39, 17 were between 40-49, and 19 were 50 and older. 4 people did not indicate their age (See “Age Range” below).

It is important to note that of some participants had enrolled in more than 1 workshop (to a max of 5 workshops). That is why there is a total of 78 individuals who participated and a higher number of workshop enrollments.





Interestingly, the original assumption was that mainly new graduates or current students would be the core participants for this project. However, based on the uptake, we can see that mainly those who are currently employed encompassed a large portion of our participants. Another interesting discovery was the ages of our participants. While our 18-29 group made up the majority of participants, the 50+ group was a close second. In a report prepared by Statistics Canada (2009), it was found that individuals between the ages of 45-64 had a higher propensity to engage in training than those between the ages of 18-24 (Statistics Canada, 2009). This is likely because those in the latter age range are engaged in post-secondary programs during this phase in their lives. Those in the former age range have likely already completed post-secondary programs and are looking to participate in lifelong learning activities for personal or professional growth. It should also be mentioned how the effects of the COVID-19 pandemic might have influenced a shift in these demographics which is discussed later.

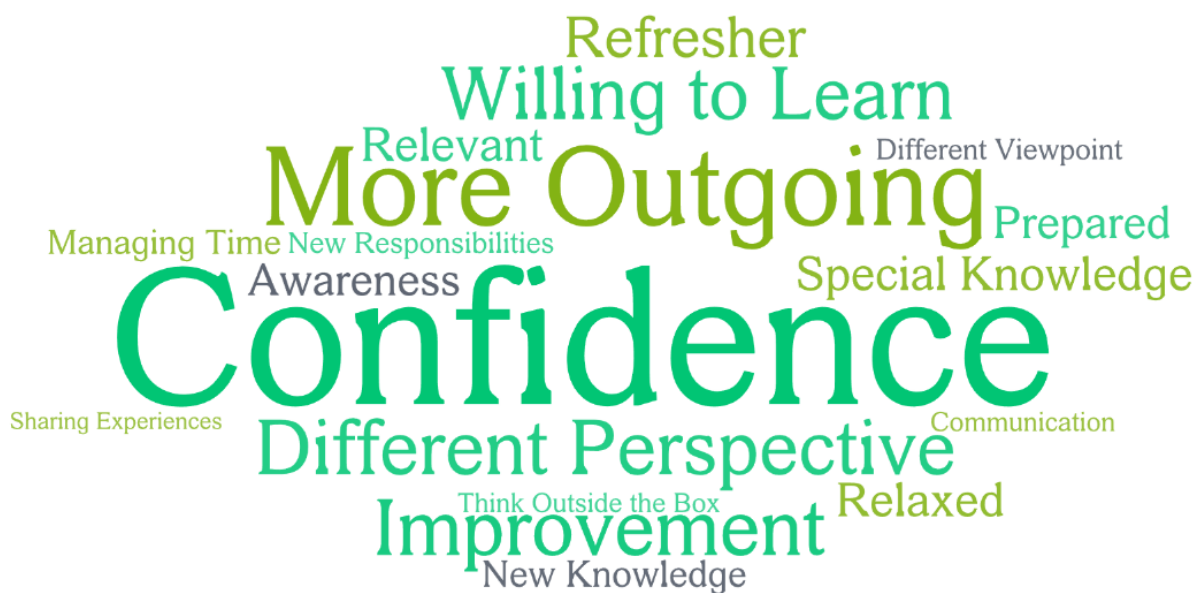
Considering the attention these workshops received from the younger age range, it is clear that incorporating soft skills training in post-secondary programs would not only be of interest to this group, but would also serve to boost the skills that are desired by employers. These skills are instrumental in workforce productivity (Nagendra Prasad, 2017); thus, improving employability among those who possess stronger soft skills.

The Post-Workshop Interview

Overall, it had been quite clear that participants had felt a benefit from completing these workshops. The literature also supports the notion of soft skill training as a precursor for success in finding and keeping employment (John, 2009). As the soft skills workshops concluded, a sample of our participants were contacted to participate in the “Post-Workshop Impact Interview” (See Appendix H). These interviews were conducted via Teams or telephone depending on the interviewee’s preference. Participants were asked specific questions in order to determine the impact of the training on their confidence in applying for jobs, success in finding employment, onboarding/training at the workplace, and keeping their job. The responses to these questions aided us in making conclusions about the impact that soft skills training can have on individuals for whom they are delivered.

Generally, participants agreed that they had benefited from their participation in the workshop offerings. We found that, of a large portion of those who completed workshops, they tended to continue to enrol and complete subsequent workshops.

Throughout this phase, several themes emerged from the interview responses in relation to their experiences. The image below provides a preview into what participants felt they gained or how they have improved from their participation in the workshops. The main, reoccurring word used was “confidence”. One individual described their shift from a minimum wage, fast food job to applying for work with Western Health. Not only do they credit these workshops for allowing them to gain the skills they needed, but they also credit the knowledge they gained from the workshops for giving them the confidence to do so. They had also mentioned how they felt more prepared for the transition to their new job.



This word cloud was made based on the responses given by interviewees. The most common words they used to describe what they gained from their participation were captured. The larger the word, the more often it was used in their responses.

As previously mentioned, at the conclusion (session 4) of each workshop, students were asked to give their feedback on the workshop, training content, logistics, and the facilitator. As a further follow-up to this study, we also reached out to participants within a few months of completion of their workshops to see what impact their new skills have had on their employability along with any other observations they might have had. Of this particular group of interviewees, notably, there was a mature student enrolled in a high school equivalency program, a university graduate student, an employee of a firm with more than 25 years experience, a college student who also worked part-time, a health authority employee,

and an employee of the Department of Education. At least two of these individuals were not born in Canada, nor was their first language English.

The interview consisted of 4 main questions. However, these questions might have been substituted depending on the students' current employment status. To start, students were reminded of the purpose of the interview and were given a confidentiality statement. Following the interview, students were offered a gift card for their participation as a token of thanks. Based on the responses to the interview questions, several consistencies were noted in participant responses which are described in the subsequent sections.

Confidence Indicators

During the interviews, a major theme presented was the confidence that students felt they gained from their participation in the workshops. One person indicated how they felt more confident in dealing with customers at their workplace after they completed the workshops. They continued by stating how completing these workshops helped them deal with anxiety because they feel more confident in work situations that arise. Another individual spoke about how they took a risk and applied for a higher paying job with another company, a risk they would not have otherwise taken. This person attributes the confidence they felt to apply for that job to the skills they gained after completing several workshops. They also indicated how they felt their transition to their new job went smoothly because they felt better equipped to take on a larger role. Moreover, another individual spoke about how they had previously felt shy in their college classes, but participating in these workshops and being exposed to so many diverse individuals made her feel less shy in her regular classes and more "outgoing". Finally, another individual from rural Newfoundland who had participated in these workshops online spoke about how working online has improved her anxiety about using technology. They mentioned how they would not be nervous in a job interview, not only because they felt they learned valuable lessons from the workshops, but also because they have a better understanding of video software such as Teams.

Each student interviewed had their own personal story about how training in soft skills development led to an increased feeling of confidence in professional settings, whether it be in school or at work.

Impact of Training on Employability

Employability not only refers to being able to become employed. It also encompasses the set of achievements, understanding the personal attributes that make individuals gain employment and be successful in their chosen occupations (Nagendra Prasad, 2017).

In a study on the impact of soft skills training on soft skills development in management students (2009), it was found that if soft skills programs are incorporated into programming, the soft skills of those who partake can be refined. Furthermore, training sessions can also enhance the soft skills of participants, and, therefore, their employability (John, 2009).

In the same interview mentioned above, an individual spoke about how this type of training is important for staying relevant in the workplace. They continue saying how it is important to also brush up on skills

that you already have. Another individual stated “Attending these workshops helped give me an idea about what employers are looking for, especially with regards to soft skills”. They mentioned how learning about the importance of soft skills in the workplace allowed them to have an awareness of what employers are looking for in their employees aside from the expected hard skills. It was also mentioned by an individual that they feel as though they are better equipped to apply for work terms when the time comes in their post-secondary program and they feel their credentials (certificates of completion) will help them appear more attractive to prospective employers.

Efficacy and Impact of Consistent Training

A study focused on the effect of soft skills training on employee performance discovered that consistent and focused soft skills training had the propensity to improve employee productivity. This result, however, is contingent upon the employees’ abilities to apply and use the information that they have been given during their training. (Ibrahim, Boerhannoeddin, and Bakare, 2017). Ultimately, as long as the trainees are capable and dedicated to using and applying what they have learned in focused soft skills training programs, their level of production should improve.

During the interview, all individuals agreed that they feel employers or post-secondary institutions should offer some type of soft skills development training programs. One individual mentioned how this type of training would help set a precedent for new hires. It will give them an idea on the level of expectations of them and how others work together in that particular company. Furthermore, the training itself would help with gaining new perspectives and viewpoints. Another individual pointed out how they had promoted these workshops among their peers because they saw the value in the training and felt as though everyone could benefit.

“Standing Out”

It is evident that well-rounded employees with a balance of both hard and soft skills are typically in demand by employers and organizations. Accordingly, those with strong skills are likely to be valued and retained in their place of work (Robinson, Garton, & Vaughn, 2007). Students who participate in soft skills programming typically have an “edge” over others who have not undergone soft skills training in terms of employability (John, 2009).

One of the interview questions asked participants whether they felt this type of training could help them stand out from other employees who might not have completed the training. They were given the example “If your company were downsizing, would you be among those chosen to stay based on the skills that you have learned?”. One individual stated that their participation alone shows existing or prospective employees that they are willing to learn new skills. They proceeded to say how this training gives you an “edge” because you are learning special, in-demand skills that are not as common today as they once were. Another response was how someone with just technical skills might be overlooked over someone with both technical skills and an array of soft skills. It was also mentioned by one individual

how their current employer has recognized their growth and has started trusting them with larger, more important tasks at work. Overall, all participants agreed that they think this type of training gives them a competitive advantage.

Challenges and Observations

While the phases of this project progressed quite smoothly, much like many things in 2020, the COVID-19 pandemic played a role in delays to developing and delivering our workshops which resulted in some focus changes, improvisation, and regrouping. At the very beginning, we found that many originally involved in this research were overwhelmed with their “new normal” of online learning in their respective post-secondary programs. Thus, their time and capacity for an additional, optional workshop did not always take precedence. Recruitment and retention of workshop participants was proving difficult with so much uncertainty. After a short hiatus due to the effects of the pandemic, the project’s development and delivery was revived. It was then that we discovered that there was an overwhelming interest in the workshops from individuals from varying backgrounds, levels of education, cultures, and so on- and not so much interest from current students. Many of those interested in participating had lost their jobs and were looking for some personal and professional development. We also found that because so many people found themselves at home more so than usual, they had extra time to participate in such opportunities, especially since we offered the option to participate from home. This also opened the door for individuals in other parts of the province. We were eager to entertain this opportunity despite our original assumption that mostly current students or new graduates would make up for most of our participants. We felt that this interest was a valuable opportunity to gain the perspectives of everyone and not just one limited group that we were struggling to engage and retain. Afterall, this project aimed to discover soft skills gaps among *all* Newfoundlanders and Labradorians.

Many of those interested in participating had lost their jobs and were looking for some personal and professional development.

However, with the large uptake of a diverse group, some classes were bigger than expected. This was welcomed, and we had capacity; however, for some of the activities such as discussion opportunities, not all participants may have had an opportunity to engage. There were no complaints from participants, but this was a challenge noted by facilitators. Furthermore, with such a large number of students both concurrently in class and virtual, the administration side of things (enrollment forms, attendance keeping, feedback forms) became cumbersome and time-consuming. Especially since they were coming in via email, Teams chat, or whatever technique students could use to submit them depending on what device or software they had access to. At times, at our larger site in St. John’s, there

could be upwards of 35 participants in a session. Because it was unknown who would be able to attend beforehand, it was not known how many might show up. As previously mentioned, the meeting link was sent to the whole list of those who had shown interest in the sessions. As such, it was difficult to anticipate numbers. At one point, for our larger site, we had hired a second facilitator to help out with the large class sizes. One instructor taught participants in class, and the other taught the virtual participants.

For the final workshop at one of our sites, the facilitator was not available for in-class offerings due to childcare. Thus, the whole workshop was virtual-only. Students noted how they enjoyed having their facilitator in one place as opposed to in the classroom managing both the in-person participants and the

virtual participants. Prior to this, no one had mentioned anything about the delivery method. With this in mind, it is recommended that workshops either be capped to a certain capacity, or there be a facilitator for each delivery option if there is a large uptake.

They mentioned feeling that if they were planning to remain in Canada, it would be important for them to know what current and prospective employers consider valuable skills to possess.

We also noted the demographics of our new participants. Many of those employed were currently employed by regional and provincial government, there were many employed in the health sector, graduate students, and other highly educated individuals with many years in the workforce. While this was great, the content created might have seemed a little simplified for their qualifications and expectations. This was mentioned in the feedback by a small number of

participants. We also hosted a group of individuals who were English as a Second Language learners. This group in particular were initially interested in the workshops in order to be exposed to others outside of their current social groups. They mentioned feeling that if they were planning to remain in Canada, it would be important for them to know what current and prospective employers consider valuable skills to possess. Their primary intention might have been to practice their English and to learn terminology they would not have otherwise learned, and not soft skills development; however, the soft skills training they received was the by-product. These individuals tended to have been in their positions for many years with no intention on leaving.

In total, the workshops were delivered at 4 sites with the two larger being in Corner Brook and St. John's. and the other two in Labrador. Originally, we had anticipated offering the workshops at all three of Academy Canada's campuses (St. John's-Kenmount Road, Harding Road, and Corner Brook). However, there were no offerings at Harding Road Campus due to a lack of interest at that particular location.

The workshops in Labrador were later offered in order to ensure we were including everyone and not just the Island portion of the province. While interest was high, the typical barriers that adults face in education prevented many from attending. These included a lack of transportation, child care, an overlap with work hours, and other commitments. Many appreciated that we had offered the workshops at two sites in Labrador since these opportunities typically remain in bigger centres. However, due to a lack of technological resources and personnel, the classes that were offered in

Labrador were not offered online. It should also be mentioned that the classes offered in St. John's and Corner Brook were open to other portions of the province, including Labrador. In future offerings in Labrador, flexibility is integral to student success. Hybrid offerings could increase participation, alternate time slots and perhaps a modified format such as a full day or two-day offerings as opposed to weekly classes could help with student persistence in these workshops.



We also found that some participants enrolled in the training so that they can remain relevant in their current positions that might not offer any type of personal or professional development training.

When students were contacted and asked why they did not participate or finish all of the sessions, all of them cited childcare restraints, work overlap, or transportation as their obstacle.

A final issue we had faced was maintaining and obtaining facilitators at our St. John's site. Due to other work opportunities, responsibilities, and factors outside of our control, we had 4 different facilitators to teach our series of workshops in St. John's. While all 4 were qualified (at least a Bachelor's degree in Education), respected educators, the lack of consistency was problematic for some of the participants. Overall, the facilitators received excellent reviews by the participants, but the frustration with the inconsistency was noted. In terms of obtaining facilitators, it was proving difficult to find educators who were available and able to commit. The commitment involved two hours of lessons and a few other hours to lesson planning and preparation each week, in addition to the other commitments with which they were already involved.

Instructor Follow-Up

As a way to get a preview on the impact of training on the performance of current post-secondary students, we interviewed an instructor who has had a workshop participant in their program for approximately 2 years. This particular student had completed all but 1 offering of the Soft Skills Workshops. The instructor was given a description of each workshop in which the student had participated. Then, they were asked a series of questions about what differences, if any, they had noted subsequent to the student participating in the workshops. The instructor noted how strong the student had already been in the areas mentioned in the descriptions anyhow, so it would be difficult to note an improvement. Nevertheless, the instructor made note of how the student's confidence and attentiveness throughout their time in the program had progressed. Additionally, the instructor was asked whether they felt as though focused soft skills training would be beneficial to the current/prospective students of their program. They responded "Absolutely. Time management is the biggest issue among many students. Some of them simply don't have the ability to plan their days and think ahead."

Conclusion

This project aimed to answer questions regarding which soft skills and abilities employers in Newfoundland and Labrador are looking for to fulfill their workforce needs, what soft skills and abilities are needed to grow their companies, and improve the resilience of the NL economy and workforce to changing labour market demands, how big of a challenge the skills gap for employers is, and what soft skills are most important for individuals to enhance their employability.

Overall, the findings from this study reinforce the message that employers are looking for more than the right technical skills in a job candidate; they want employees who have the whole package, including a well-developed suite of soft skills.

It is evident that those who participate in focused soft skills training notice an improvement in their skills and confidence in various areas. Employees also want continued professional development in order to stay relevant in their workplaces which can be satisfied through ongoing training. Moreover, soft skills training helps individuals develop confidence in their *current* roles, and to take steps to further their careers.

New Canadians and immigrants can use these workshops to not only practice their language and social skills, but to learn about valuable workplace skills which will hopefully increase the probability that they will remain in our province. The workshops also provide opportunities for workers to show the initiative and effort they put forth to better themselves from a personal and professional standpoint.

For our vulnerable populations such as indigenous communities and other underrepresented groups, there is no doubt that soft skills training would help alleviate some of the insufficiencies that exist. There is a demand for this type of training and continued funding to offer it at no cost to the participant would allow for continued uptake. On the other hand, as we have seen throughout this project, the barriers that many of these individuals encounter needs to be addressed. Thus, funding for wrap-around supports and interventions would also be needed.

The evidence shows that focused soft skills training participation in the workplace allows organizations and personnel to effectively focus on using their technical skills and knowledge without being inundated with interpersonal issues that might be present when the employee pool largely lacks essential soft skills (Cukier, Hodson, & Omar, 2015). As such, focused training is a mutually beneficial activity.

Knowing what skill set employers in Newfoundland and Labrador are looking for, and what is lacking based on their experience within the current employee pool is helpful so that stakeholders can provide or encourage training. It is also important to be aware of this so that individuals can be informed about the skills they need to attain and maintain employment in addition to hard skills. While gaps continue to exist between what the NL workforce needs and those employees lack, there is no doubt that soft skills training would help mitigate some of the deficiencies that exist.

Section 2: Recommendations for Policies, Programs, and Service Delivery Models

The aim of this project was to increase and enhance the province's labour supply by filling the soft skills gaps through training that working individuals need in order to become valuable and productive members of the workforce. The work does not stop here. With this information available, it is up to government, organizations, educational institutions and employers to use it to the advantage of everyone who can benefit. Some suggestions as to how the research and curriculum could be used is as follows:

- The existing workshops made publicly available for the use of anyone who wishes to deliver them
- Workshops can be offered by various organizations to the public on an ongoing basis.
- Private workshops can be offered to specific groups.
- An awareness campaign can be created to present the benefits of soft skill development to stakeholders and those in or entering the workforce.
- Partnerships can be created with various community groups, businesses and organizations to share information, training opportunities, and offerings of soft skills workshops
- Training programs can be incorporated into professional development initiatives and orientation training within businesses.
- Training courses can be incorporated into post-secondary education programs either as a supplement to existing training, or additional training.
- Soft skills courses can be added to the Adult Basic Education curriculum

Section 3: Application of Research in Other Sectors and/or Under-Represented Groups

Knowing the impact that soft skills training can have on employability is mutually beneficial. Providing opportunities for *everyone* to enhance essential skills will not only deliver more opportunities for employees and employers, but to our province as a whole.

Soft skills are often developed through schooling as well as early job and volunteer experiences. Members of under-represented groups often face multiple barriers to employment and may not have had the opportunities and experiences that would help them gain these invaluable skills. Participating in soft skills workshops may help these individuals break down some of those barriers and reduce the likelihood of them being disregarded when applying to jobs due to lack of prior experience.

Organizations that could benefit from access to this research, and share with their own audiences, include:

- Immigration, Population Growth and Skills
- Employment Options
- Workplace NL
- Band Councils
- The Association for New Canadians
- Choices for Youth
- Women in Resource Development Corporation
- The Refugee and Immigrant Advisory Council
- Office to Advance Women Apprentices
- Women's Centres
- Secondary Schools
- Post-Secondary institutions
- Community Centres
- Public Libraries
- Immigrant/Refugee Support Groups
- Aboriginal Employment Services
- Native Friendship Centres
- Stella's Circle
- The Gathering Place
- John Howard Society
- Any employers or organizations in need

Section 4: Areas/Opportunities for Further Research

There are several areas for further research based upon our experience with this project, which are summarized below.

- A tailored approach to soft skills training could be beneficial for certain industries depending on what the needs are. This way, certain skills can be the focus over others that might not be as important for the particular job. This approach might enable employers to equip employees with exactly the skills they seek.
- The introduction of soft skills training as a related training component to post-secondary programs. This could be incorporated into the related courses that most students are required to complete along with the core courses.
- Further research to see how effective early intervention of soft skills development would be in younger learners prior to post-secondary education.
- Soft skills courses could be created and incorporated into the Adult Basic Education program as a part of the elective course offerings. Further research to show its effectiveness might be beneficial since most graduates eventually enter or re-enter the workforce after they earn their diploma.

Section 5: Deliverables

This NLWIC project consisted of 4 main deliverables/phases as indicated below.

Phase I report submitted in October 2020 to NLWIC:

- Is a summary report on the findings from labour market research and literature review.

Phase II report submitted in December 2020 to NLWIC

- Is a summary report on the findings from a needs assessment interview and survey results.

Phase III workshop materials submitted in March 2023 to NLWIC as a part of Phase IV report submission.

- Workshop materials such as facilitator guides, participant workbooks, enrollment forms, feedback forms, self-assessments, and certificate of completion.

Phase IV report submitted in March 2023 to NLWIC

- Is a summary report of all findings post-workshop delivery.

Section 6: References

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Section 7: Appendices

Appendix A: Pre-Training Self-Assessments

The pre-training self-assessments in this section are an adaptation of the self-assessments offered by Human Resources and Skills Development Canada (HRSDC) through their Office of Literacy and Essential Skills. This division is now known as the Department of Employment and Social Development Canada (ESDC).

Critical Thinking and Problem-Solving Pre-Training Self-Assessment

	Yes	Somewhat	No
I can recognize when something is wrong or is likely to go wrong.			
When facing a problem, I can identify what I already know.			
When facing a problem, I can identify what I don't know, or need to find out.			
I can search for extra information to help me solve a problem.			
I can ask for help when in doubt by explaining problems to others.			
I typically only consider a single approach and use it to solve a problem.			
I explore problems by creating different possible solutions.			
I can consider and reject less acceptable approaches to solving a problem by evaluating pros and cons.			
I can recognize consequences of a solution.			
I can recognize limitations of a solution.			
I can evaluate the feasibility of a solution.			
I can articulate reasons for choosing a solution.			
After having selected from possible solutions, I can develop a logical, consistent plan to solve a problem.			
I am confident in my decision-making abilities.			
I can make competent decisions where authorized.			
I can explore complex problems by analyzing the causes and effects.			
I can analyze complex problems by using logical reasoning.			
I can analyze complex problems by creating and testing hypotheses.			
I can monitor and evaluate the success or failure of a possible solution after implementation.			
I can recognize existing connections or patterns among ideas or solutions.			
I can connect ideas or solutions in novel/unique ways.			
I can reformulate a collection of available ideas to see them differently.			
I can brainstorm and generate new ideas when given clear instructions or criteria.			
I can generate ideas to improve something.			
I can develop ideas by asking myself questions.			

I can develop ideas by considering different perspectives.			
I can identify when my own assumptions or bias may be clouding my thinking.			
I can recognize the value of alternate, divergent, or contradictory perspectives or ideas.			
I can incorporate alternate, divergent, or contradictory perspectives or ideas in problem solving and decision making.			

Critical Thinking and Problem-Solving Strengths:

I am confident that I can...

Critical Thinking and Problem-Solving Areas for Improvement:

I would like to improve my ability to...

Oral Communication Pre-Training Self-Assessment

	Yes	Somewhat	No
I can listen to others without interrupting.			
I can listen to others and understand and follow simple oral instructions accurately and consistently.			
I can restate information that is presented orally.			
I can listen to others and ask questions if I don't understand.			
I can listen to others and record important information.			
I can understand a short message and communicate the information to others.			
I can follow complex oral instructions to complete a task.			
I am aware of how a speaker is influencing me through their tone.			
I am aware of how a speaker is influencing me through their language.			
I can speak clearly to someone I know.			
I can speak clearly to small groups of people that I know.			
I can speak clearly to individuals and small groups I do not know.			
I can ask routine questions to obtain information.			
I can leave brief phone messages.			
I can give simple instructions to others on a familiar topic.			
I can explain simple facts.			
I can exchange ideas and opinions with classmates, clients, and/or coworkers.			
I can use appropriate body language (e.g. smiling, nodding, making eye contact) while having a conversation.			
I can ask complex questions to get the appropriate information.			
I can express my opinions and ideas clearly and concisely.			
I can speak effectively by making points in a logical order.			
I can speak effectively by thinking about what my listeners already know.			
I can speak effectively by using appropriate language.			
I can speak effectively by using appropriate tone, expression, and gestures.			
I can give clear instructions to a co-worker or classmate.			
I can give a brief presentation to a small group.			
I can explain difficult subject matter using detailed examples.			
I can give presentations to a large, unfamiliar group.			
I can speak adaptively by changing my language, tone, and expression depending on the response of listeners.			
I can speak adaptively by changing my content depending on the response of listeners.			

Oral Communication Strengths:

I am confident that I can...

Oral Communication Areas for Improvement:

I would like to improve my ability to...

Personal Management, Adaptability, and Self-Awareness Pre-Training Self-Assessment

	Yes	Somewhat	No
I can project a positive, professional image at work.			
I can show initiative.			
I work with pride when I am being successful.			
I take on new workplace assignments willingly.			
I can understand why new challenges are a good opportunity.			
I identify the positives of approaching a new challenge.			
I can deal effectively with day-to-day challenges.			
I can let go and move on.			
I am open to new ideas or ways of doing things.			
I accept changes in my job role—I support organizational change and work to make workplace changes more effective.			
I can accept feedback.			
I can act on feedback.			
I can identify and understand my skill strengths and the areas where I need improvement.			
I can reflect on my experiences to identify lessons I have learned.			
I can apply the lessons I have learned from past experiences to new situations.			
I can use newly learned skills and knowledge in different situations.			
I can appreciate why understanding emotions is important.			
I can tell when I'm experiencing an uplifting or challenging emotion.			
I can regulate my emotional responses to be appropriate for the setting I am in.			
I can approach situations with flexibility.			
I can keep trying when something goes wrong.			
I understand the typical emotional responses to something going wrong and how to cope and stay calm.			
I can take a positive approach to learning from a mistake.			
I can admit my mistakes.			
I can identify potential gains, challenges, or risks in a situation.			
I can identify opportunities in difficult situations.			
I can adapt plans to make the most of opportunities.			
I can adapt plans in response to changing circumstances.			

Personal Management, Adaptability, and Self-Awareness Strengths:

I am confident that I can...

Personal Management, Adaptability, and Self-Awareness Areas for Improvement:

I would like to improve my ability to...

Time Management, Planning, and Goal Setting Pre-Training Self-Assessment

	Yes	Somewhat	No
I show up for school or work on time, ready to work.			
I avoid wasting time and materials.			
I finish what I start.			
I can work independently to complete my tasks.			
I can work with limited direction or supervision.			
I can take initiative by doing what needs to be done before being asked.			
I can stay focused on my work even when there are distractions around me (e.g. other colleagues, background noise).			
I can provide regular progress reports to my supervisor so that they are aware of the work that I do.			
I know what doing well looks like for me.			
I can complete my work efficiently and with high quality.			
I can work with care and attention to detail.			
I can review my work to make sure it is free of errors and meets quality standards.			
I can organize my work tasks within a set of priorities.			
I can budget my time to ensure I complete tasks on time.			
I can set goals for myself informed by an understanding of what is needed.			
I can set goals, ordering and prioritizing tasks to achieve them.			
I can set goals and secure the right resources to achieve them.			
I can create plans that include clear targets to make progress tangible.			
I can monitor my progress against clear targets.			
I can determine whether or not I have achieved my goals.			

Time Management, Planning, and Goal Setting Strengths:

I am confident that I can...

Time Management, Planning, and Goal Setting Areas for Improvement:

I would like to improve my ability to...

Working with Others Pre-Training Self-Assessment

	Yes	Somewhat	No
I work well with others by behaving appropriately (e.g. by being polite and constructive in communication).			
I work well with others by being reliable.			
I can pull my own weight and do my share of the work when completing group or team tasks.			
I readily join in/lend a hand when there is work to be done - even if the work is new to me or it's "not my job".			
I can accept help from others.			
I work well with others by supporting them if I can do so.			
I can give credit to others where credit is due.			
I can take the lead in a group when appropriate.			
I can accommodate the working styles of others, in particular those who work differently than I do.			
I can communicate with others to co-ordinate work or resolve problems.			
I can communicate with others to resolve minor conflicts, such as customer complaints.			
I can speak respectfully to clients or co-workers when dealing with complex issues or resolving conflicts.			
I can tailor my communication strategies to effectively express, listen, and adapt to others to establish relationships.			
I can respect the value of others' ideas.			
I can listen critically and think about where differences in perspectives come from.			
I can listen critically and compare different perspectives.			
I can identify potential bias in different perspectives.			
I am able to notice if I am making, and suspend, quick judgements about others.			
I work well with others by understanding and respecting diversity of others' cultures, beliefs, and backgrounds.			
I am aware that my own attitudes and beliefs may be different from those of other cultures and communities.			
I exhibit curiosity and openness about what can be learned from a diversity of communities and cultures.			
I am open to adjusting my own attitudes and beliefs because of working within and learning from a diversity of communities and cultures.			

Working with Others Strengths:

I am confident that I can...

Working with Others Areas for Improvement:

I would like to improve my ability to...



Soft Skill Development Workshop Enrollment Form

PLEASE PRINT LEGIBLY

Participant Name: _____

Date of Birth _____

Email Address: _____

Phone #: _____

Current College
Program/Occupation: _____

Current Student or Recent
Graduate? _____

Workshop Title: _____

Dates: _____

This workshop is being delivered by Academy Canada and funded by the NL Workforce Innovation Centre under the research project and pilot program *Enhancing Employability Through Soft Skills Development*.

I _____ consent to being contacted by a representative from Academy Canada to follow up with me about my employment status and to provide feedback regarding the impact of the training on my professional development and employability.

Participant Signature _____

Date _____



Appendix C: Post-Training Self-Assessment

Critical Thinking and Problem-Solving Post-Training Self-Assessment

Since completing this workshop, I am more confident in my ability to:	Yes	Somewhat	No Improvement
Recognize when something is wrong or is likely to go wrong.			
Identify what I already know when facing a problem			
Identify what I don't know, or need to find out when facing a problem			
Search for extra information to help me solve a problem.			
Ask for help when in doubt by explaining problems to others.			
Consider multiple approaches to solving problems.			
Explore problems by creating different possible solutions.			
Consider and reject less acceptable approaches to solving a problem by evaluating pros and cons.			
Recognize consequences of a solution.			
Recognize limitations of a solution.			
Evaluate the feasibility of a solution.			
Articulate reasons for choosing a solution.			
Develop a logical, consistent plan to solve a problem.			
Apply my decision-making abilities.			
Make competent decisions where authorized.			
Explore complex problems by analyzing the causes and effects.			
Analyze complex problems by using logical reasoning.			
Analyze complex problems by creating and testing hypotheses.			
Monitor and evaluate the success or failure of a possible solution after implementation.			
Recognize existing connections or patterns among ideas or solutions.			
Connect ideas or solutions in novel/unique ways.			
Reformulate a collection of available ideas to see them differently.			
Brainstorm and generate new ideas when given clear instructions or criteria.			
Generate ideas to improve something.			
Develop ideas by asking myself questions.			
Develop ideas by considering different perspectives.			
Identify when my own assumptions or bias may be clouding my thinking.			
Recognize the value of alternate, divergent, or contradictory perspectives or ideas.			
Incorporate alternate, divergent, or contradictory perspectives or ideas in problem solving and decision making.			

Through completing this workshop, what did you learn about yourself that you are committed to improving?

What are three things that you learned, and what will you do to successfully apply them?

In order to further improve my critical thinking and problem-solving skills, I will...

Oral Communication Post-Training Self-Assessment

Since completing this workshop, I am more confident in my ability to:	Yes	Somewhat	No Improvement
Listen to others without interrupting.			
Listen to others and understand and follow simple oral instructions accurately and consistently.			
Restate information that is presented orally.			
Listen to others and ask questions if I don't understand.			
Listen to others and record important information.			
Understand a short message and communicate the information to others.			
Follow complex oral instructions to complete a task.			
Be aware of how a speaker is influencing me through their tone.			
Be aware of how a speaker is influencing me through their language.			
Speak clearly to someone I know.			
Speak clearly to small groups of people that I know.			
Speak clearly to individuals and small groups I do not know.			
Ask routine questions to obtain information.			
Leave brief phone messages.			
Give simple instructions to others on a familiar topic.			
Explain simple facts.			
Exchange ideas and opinions with classmates, clients, and/or coworkers.			
Use appropriate body language (e.g. smiling, nodding, making eye contact) while having a conversation.			
Ask complex questions to get the appropriate information.			
Express my opinions and ideas clearly and concisely.			
Speak effectively by making points in a logical order.			
Speak effectively by thinking about what my listeners already know.			
Speak effectively by using appropriate language.			
Speak effectively by using appropriate tone, expression, and gestures.			
Give clear instructions to a co-worker or classmate.			
Give a brief presentation to a small group.			
Explain difficult subject matter using detailed examples.			
Give presentations to a large, unfamiliar group.			
Speak adaptively by changing my language, tone, and expression depending on the response of listeners.			
Speak adaptively by changing my content depending on the response of listeners.			

Through completing this workshop, what did you learn about yourself that you are committed to improving?

What are three things that you learned, and what will you do to successfully apply them?

In order to further improve my oral communication skills, I will...

Personal Management, Adaptability, and Self-Awareness Post-Training Self-Assessment

Since completing this workshop, I am more confident in my ability to:	Yes	Somewhat	No Improvement
Project a positive, professional image at work.			
Show initiative.			
Work with pride when I am being successful.			
Take on new workplace assignments willingly.			
Understand why new challenges are a good opportunity.			
Identify the positives of approaching a new challenge.			
Deal effectively with day-to-day challenges.			
Let go and move on.			
Be open to new ideas or ways of doing things.			
Accept changes in my job role—supporting organizational change and working to make workplace changes more effective.			
Accept feedback.			
Act on feedback.			
Identify and understand my skill strengths and the areas where I need improvement.			
Reflect on my experiences to identify lessons I have learned.			
Apply the lessons I have learned from past experiences to new situations.			
Use newly learned skills and knowledge in different situations.			
Appreciate why understanding emotions is important.			
Tell when I'm experiencing an uplifting or challenging emotion.			
Regulate my emotional responses to be appropriate for the setting I am in.			
Approach situations with flexibility.			
Keep trying when something goes wrong.			
Understand the typical emotional responses to something going wrong and how to cope and stay calm.			
Take a positive approach to learning from a mistake.			
Admit my mistakes.			
Identify potential gains, challenges, or risks in a situation.			
Identify opportunities in difficult situations.			
Adapt plans to make the most of opportunities.			
Adapt plans in response to changing circumstances.			

Through completing this workshop, what did you learn about yourself that you are committed to improving?

What are three things that you learned, and what will you do to successfully apply them?

In order to further improve my personal management, adaptability, and self-awareness skills, I will...

Time Management, Planning, and Goal Setting Post-Training Self-Assessment

Since completing this workshop, I am more confident in my ability to:	Yes	Somewhat	No Improvement
Show up for school or work on time, ready to work.			
Avoid wasting time and materials.			
Finish what I start.			
Work independently to complete my tasks.			
Work with limited direction or supervision.			
Take initiative by doing what needs to be done before being asked.			
Stay focused on my work even when there are distractions around me (e.g. other colleagues, background noise).			
Provide regular progress reports to my supervisor so that they are aware of the work that I do.			
Identify what doing well looks like for me.			
Complete my work efficiently and with high quality.			
Work with care and attention to detail.			
Review my work to make sure it is free of errors and meets quality standards.			
Organize my work tasks within a set of priorities.			
Budget my time to ensure I complete tasks on time.			
Set goals for myself informed by an understanding of what is needed.			
Set goals, ordering and prioritizing tasks to achieve them.			
Set goals and secure the right resources to achieve them.			
Create plans that include clear targets to make progress tangible.			
Monitor my progress against clear targets.			
Determine whether or not I have achieved my goals.			

Through completing this workshop, what did you learn about yourself that you are committed to improving?

What are three things that you learned, and what will you do to successfully apply them?

In order to further improve my time management, planning, and goal setting skills, I will...

Working with Others Post-Training Self-Assessment

Since completing this workshop, I am more confident in my ability to:	Yes	Somewhat	No Improvement
Work well with others by behaving appropriately (e.g. by being polite and constructive in communication).			
Work well with others by being reliable.			
Pull my own weight and do my share of the work when completing group or team tasks.			
Readily join in/lend a hand when there is work to be done - even if the work is new to me or it's "not my job".			
Accept help from others.			
Work well with others by supporting them if I can do so.			
Give credit to others where credit is due.			
Take the lead in a group when appropriate.			
Accommodate the working styles of others, in particular those who work differently than I do.			
Communicate with others to co-ordinate work or resolve problems.			
Communicate with others to resolve minor conflicts, such as customer complaints.			
Speak respectfully to clients or co-workers when dealing with complex issues or resolving conflicts.			
Tailor my communication strategies to effectively express, listen, and adapt to others to establish relationships.			
Respect the value of others' ideas.			
Listen critically and think about where differences in perspectives come from.			
Listen critically and compare different perspectives.			
Identify potential bias in different perspectives.			
Notice if I am making, and suspend, quick judgements about others.			
Work well with others by understanding and respecting diversity of others' cultures, beliefs, and backgrounds.			
Be aware that my own attitudes and beliefs may be different from those of other cultures and communities.			
Exhibit curiosity and openness about what can be learned from a diversity of communities and cultures.			
Be open to adjusting my own attitudes and beliefs because of working within and learning from a diversity of communities and cultures.			

Through completing this workshop, what did you learn about yourself that you are committed to improving?

What are three things that you learned, and what will you do to successfully apply them?

In order to further improve my ability to work well with others, I will...

Appendix D: Workshop Feedback Form

Critical Thinking and Problem-Solving Workshop Feedback Form

Date: _____

Workshop Location: _____

Instructor: _____



Please consult the skill definitions below while completing this section of the workshop feedback form.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Completing this workshop has:					
Improved my critical thinking skills.					
Improved my problem sensitivity skills.					
Improved my fluency of ideas.					
Improved my decision-making skills.					
Improved my attention to detail.					
Improved my monitoring and evaluation skills.					
Improved my adaptability.					
Improved my reflective ability.					
Increased my awareness of the importance of critical thinking skills for success at work.					
Increased my awareness of the importance of problem sensitivity and problem-solving skills for success at work.					
Taught me strategies that I will use to continue improving my critical thinking skills.					
Taught me strategies that I will use to continue improving my problem sensitivity and problem-solving skills.					
Taught me strategies that I will use to continue improving my decision-making skills.					

Critical Thinking: The capacity to use logic and reasoning to: deconstruction information into smaller categories; question assumptions and biases; and identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.

Problem Sensitivity: The capacity to recognize when something is wrong or is likely to go wrong.

Fluency of Ideas: The capacity to brainstorm and generate new ideas.

Decision Making: The capacity to analyze information and choices, considering the relative costs and benefits of potential options, to choose the best solutions.

Attention to Detail: The capacity to achieve thoroughness and accuracy when accomplishing a task.

Monitoring and Evaluation: The capacity to identify measures or indicators of performance, assess performance using those measures or indicators, and determine the actions needed to improve or correct performance.

Adaptability: The capacity to flexibly adjust and effectively respond to changes in environment and conditions.

Reflective Ability: The capacity to critically review, analyze, and evaluate a situation in order to learn from the experience and apply such insights to future situations. (This includes the ability to self-assess and self-monitor, and responsiveness to constructive feedback.)

Question	Always	Frequently	Occasionally	Seldom	Never	No Basis for Comment
Please rate the punctuality of this instructor						
Please rate this instructor's approachability and willingness to give assistance						
Please rate this instructor's use of appropriate language and professionalism						
Please rate how frequently you feel you are treated with respect by this instructor						
Please rate your level of satisfaction with the variety of teaching methods used by this instructor						
Please rate how frequently program material is well-presented						
Please rate how frequently this instructor encourages class participation						
Please rate how frequently you agree with the statement "Overall, I am satisfied with the instruction received"						
Please rate how frequently you agree with the statement "Overall, the resources and learning activities in this workshop provided me with a clear understanding of the subject matter."						

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I enjoyed this workshop.					
I would recommend this workshop to others.					
The time and location of this workshop were suitable for me.					

Comments: Is there anything you would like to add with respect to any of the questions asked in this feedback survey?

Oral Communication Workshop Feedback Form

Date: _____

Workshop Location: _____

Instructor: _____



Please consult the skill definitions below while completing this section of the workshop feedback form.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Completing this workshop has:					
Improved my active listening skills.					
Improved my oral comprehension skills.					
Improved my oral expression skills.					
Improved my social perceptiveness.					
Improved my coordinating skills.					
Improved my self-regulation skills.					
Improved my reflective ability.					
Improved my adaptability.					
Increased my awareness of the importance of oral communication skills for success at work.					
Taught me strategies that I will use to continue improving my oral communication skills.					

Active Listening: The capacity to give full attention to what other people are saying, take time to understand the points being made, ask questions as appropriate, and not interrupt at inappropriate times.

Oral Comprehension: The capacity to listen to and understand information and ideas presented through spoken words and sentences.

Oral Expression: The capacity to talk to others to convey information effectively.

Social Perceptiveness: The capacity to anticipate and be aware of others' perspectives and reactions, and understand why they react as they do.

Coordinating: The capacity to adjust actions in relation or response to others' actions.

Self-Regulation: The capacity to be aware of and flexibly manage one's emotions and reactions and act with integrity when faced with personal and professional opportunities that carry both risk and reward.

Reflective Ability: The capacity to critically review, analyze, and evaluate a situation in order to learn from the experience and apply such insights to future situations. (This includes the ability to self-assess and self-monitor, and responsiveness to constructive feedback.)

Adaptability: The capacity to flexibly adjust and effectively respond to changes in environment and conditions.

Question	Always	Frequently	Occasionally	Seldom	Never	No Basis for Comment
Please rate the punctuality of this instructor						
Please rate this instructor's approachability and willingness to give assistance						
Please rate this instructor's use of appropriate language and departs him/herself in a professional manner						
Please rate how frequently you feel you are treated with respect by this instructor						
Please rate your level of satisfaction with the variety of teaching methods used by this instructor						
Please rate how frequently program material is well-presented						
Please rate how frequently this instructor encourages class participation						
Please rate how frequently you agree with the statement "overall, I am satisfied with the instruction received"						
Please rate how frequently you agree with the statement "overall, the resources and learning activities in this workshop provided me with a clear understanding of the subject matter."						

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I enjoyed this workshop.					
I would recommend this workshop to others.					
The time and location of this workshop were suitable for me.					

Comments: Is there anything you would like to add with respect to any of the questions asked in this feedback survey?

Personal Management, Adaptability, and Self-Awareness Workshop Feedback Form

Date: _____

Workshop Location: _____

Instructor: _____



Please consult the skill definitions below while completing this section of the workshop feedback form.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Completing this workshop has:					
Improved my adaptability.					
Improved my self-regulation.					
Improved my resilience.					
Improved my reflective ability.					
Improved my monitoring and evaluation skills.					
Increased my awareness of the importance of adaptability, resilience, and self-regulation for success at work.					
Increased my awareness of the importance of reflection, monitoring, and evaluation skills for success at work.					
Increased my awareness of the importance of lifelong learning for success at work.					
Taught me strategies that I will use to continue improving adaptability, resilience, and self-regulation skills.					
Taught me strategies that I will use to continue improving my reflection, monitoring, and evaluation skills.					

Adaptability: The capacity to flexibly adjust and effectively respond to changes in environment and conditions.

Lifelong Learning: The capacity to continually develop and improve one’s skills and knowledge.

Self-Regulation: The capacity to be aware of and flexibly manage one’s emotions and reactions and act with integrity when faced with personal and professional opportunities that carry both risk and reward.

Resilience: The capacity to cope or recover in spite of setbacks, barriers, or limited resources.

Reflective Ability: The capacity to critically review, analyze, and evaluate a situation in order to learn from the experience and apply such insights to future situations. (This includes the ability to self-assess and self-monitor, and responsiveness to constructive feedback.)

Monitoring and Evaluation: The capacity to identify measures or indicators of performance, assess performance using those measures or indicators, and determine the actions needed to improve or correct performance.

Question	Always	Frequently	Occasionally	Seldom	Never	No Basis for Comment
Please rate the punctuality of this instructor						
Please rate this instructor's approachability and willingness to give assistance						
Please rate this instructor's use of appropriate language and departs him/herself in a professional manner						
Please rate how frequently you feel you are treated with respect by this instructor						
Please rate your level of satisfaction with the variety of teaching methods used by this instructor						
Please rate how frequently program material is well-presented						
Please rate how frequently this instructor encourages class participation						
Please rate how frequently you agree with the statement "overall, I am satisfied with the instruction received"						
Please rate how frequently you agree with the statement "overall, the resources and learning activities in this workshop provided me with a clear understanding of the subject matter."						

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I enjoyed this workshop.					
I would recommend this workshop to others.					
The time and location of this workshop were suitable for me.					

Comments: Is there anything you would like to add with respect to any of the questions asked in this feedback survey?

Time Management, Planning, and Goal Setting Workshop Feedback Form

Date: _____

Workshop Location: _____

Instructor: _____



Please consult the skill definitions below while completing this section of the workshop feedback form.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Completing this workshop has:					
Improved my time management skills.					
Improved my job task planning and organizing skills.					
Improved my productivity skills.					
Improved my attention to detail.					
Improved my monitoring and evaluation skills.					
Improved my adaptability.					
Improved my resilience.					
Improved my reflective ability.					
Increased my awareness of the importance of time management skills for success at work.					
Increased my awareness of the importance of planning and organization skills for success at work.					
Taught me strategies that I will use to continue improving my time management skills.					
Taught me strategies that I will use to continue improving my planning and organization skills.					

Time Management: The capacity to manage one's own time.

Job Task Planning and Organizing: The capacity to set goals and plan, organize, and sequence one's own tasks.

Productivity: The capacity to create, particularly at a high quality and quick speed.

Attention to Detail: The capacity to achieve thoroughness and accuracy when accomplishing a task.

Monitoring and Evaluation: The capacity to identify measures or indicators of performance, assess performance using those measures or indicators, and determine the actions needed to improve or correct performance.

Adaptability: The capacity to flexibly adjust and effectively respond to changes in environment and conditions.

Resilience: The capacity to cope or recover in spite of setbacks, barriers, or limited resources.

Reflective Ability: The capacity to critically review, analyze, and evaluate a situation in order to learn from the experience and apply such insights to future situations. (This includes the ability to self-assess and self-monitor, and responsiveness to constructive feedback.)

Question	Always	Frequently	Occasionally	Seldom	Never	No Basis for Comment
Please rate the punctuality of this instructor						
Please rate this instructor's approachability and willingness to give assistance						
Please rate this instructor's use of appropriate language and professionalism						
Please rate how frequently you feel you are treated with respect by this instructor						
Please rate your level of satisfaction with the variety of teaching methods used by this instructor						
Please rate how frequently program material is well-presented						
Please rate how frequently this instructor encourages class participation						
Please rate how frequently you agree with the statement "overall, I am satisfied with the instruction received"						
Please rate how frequently you agree with the statement "overall, the resources and learning activities in this workshop provided me with a clear understanding of the subject matter."						

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I enjoyed this workshop.					
I would recommend this workshop to others.					
The time and location of this workshop were suitable for me.					

Comments: Is there anything you would like to add with respect to any of the questions asked in this feedback survey?

Working with Others Workshop Feedback Form

Date: _____

Workshop Location: _____

Instructor: _____



Please consult the skill definitions below while completing this section of the workshop feedback form.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Completing this workshop has:					
Improved my capacity to work well with others.					
Improved my intercultural skills.					
Improved my social perceptiveness.					
Improved my coordinating skills.					
Improved my service orientation.					
Improved my active listening skills.					
Improved my oral comprehension skills.					
Improved my oral expression skills.					
Improved my self-regulation skills.					
Improved my reflective ability.					
Improved my adaptability.					
Increased my awareness of the importance of the capacity to work well with others for success at work.					
Taught me strategies that I will use to continue improving my capacity to work well with others.					

Working with Others: The capacity to collaborate with others to generate ideas, make decisions, and carry out tasks.

Intercultural Skills: The capacity to communicate, interact, and work effectively and appropriately with people from different cultural backgrounds.

Social Perceptiveness: The capacity to anticipate and be aware of others' perspectives and reactions, and understand why they react as they do.

Coordinating: The capacity to adjust actions in relation or response to others' actions.

Service Orientation: The capacity to actively look for ways to help people.

Active Listening: The capacity to give full attention to what other people are saying, take time to understand the points being made, ask questions as appropriate, and not interrupt at inappropriate times.

Oral Comprehension: The capacity to listen to and understand information and ideas presented through spoken words and sentences.

Oral Expression: The capacity to talk to others to convey information effectively.

Self-Regulation: The capacity to be aware of and flexibly manage one's emotions and reactions and act with integrity when faced with personal and professional opportunities that carry both risk and reward.

Reflective Ability: The capacity to critically review, analyze, and evaluate a situation in order to learn from the experience and apply such insights to future situations. (This includes the ability to self-assess and self-monitor, and responsiveness to constructive feedback.)

Adaptability: The capacity to flexibly adjust and effectively respond to changes in environment and conditions.

Question	Always	Frequently	Occasionally	Seldom	Never	No Basis for Comment
Please rate the punctuality of this instructor						
Please rate this instructor's approachability and willingness to give assistance						
Please rate this instructor's use of appropriate language and departs him/herself in a professional manner						
Please rate how frequently you feel you are treated with respect by this instructor						
Please rate your level of satisfaction with the variety of teaching methods used by this instructor						
Please rate how frequently program material is well-presented						
Please rate how frequently this instructor encourages class participation						
Please rate how frequently you agree with the statement "overall, I am satisfied with the instruction received"						
Please rate how frequently you agree with the statement "overall, the resources and learning activities in this workshop provided me with a clear understanding of the subject matter."						

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I enjoyed this workshop.					
I would recommend this workshop to others.					
The time and location of this workshop were suitable for me.					

Comments: Is there anything you would like to add with respect to any of the questions asked in this feedback survey?



Certificate of Participation

This is to certify that

Jane Doe

has participated in the 8-hour workshop

Time Management, Planning & Goal Setting

at Academy Canada's Corner Brook Campus

Program Coordinator

Date

Post-Workshop Impact Interview Script

Name: _____

Thank you for your participation in Academy Canada’s research project “Enhancing Employability Through Soft Skills Development” which is funded by the Newfoundland and Labrador Workforce Innovation Centre.

As you know, the workshops in which you were participating were all a part of a study. The study aimed to identify the soft (transferable) skills that employers in NL are looking for to fulfill their workforce needs, grow their companies, and improve the employability and resilience of the NL workforce to the changing labour market demands in our province.

Any information you provide in this interview will be treated as fully confidential. We will record this interview, your answers will only be used for internal analysis purposes, and we will not pass them to any third party. Your name or identifying information will not be included in any published research. The recording will be deleted 1 year from publication of the research.

Question #1

How has this training helped your confidence in looking for work/applying for jobs? Do you find yourself feeling more equipped/qualified for jobs that you wouldn’t have typically applied for?

-If they are unemployed, ask hypothetically how they think it would help.

-If they are in school or still in the same job, ask how the training has helped them in terms of confidence in their current role (ie. Communicating, managing tasks, making decisions, coming up with solutions to problems, etc).

Question #2

How has this training helped you in finding employment?

-How has this training helped you move into different roles in your current workplace?

-How would this training help you be successful in finding employment?

Question #3

How effective would this type of training be on a consistent basis in your workplace/school?

What impact has this training had on your ability to take on new responsibilities at work?

-If this is a new job, ask how this training may have helped them integrate into their new role and workplace.

Question #4

How do you think this type of training helps people stand out from others? For example, if your company/workplace were downsizing, would you be among those chosen to stay?

Appendix G: Dissemination Plan

We will submit our final report and workshop materials to the NL Workforce Innovation Centre (WIC): Research and Innovation Program to be included in their best practices online repository. Public access to this information will allow other post-secondary institutions and community organizations to modify and/or replicate aspects of the soft skills training program for their own delivery.

As stipulated in the NLWIC *Request for Proposals Guidelines*, if awarded research funding, Academy Canada will grant NLWIC and AESL a perpetual, irrevocable and royalty-free licence to use the results of the research (the “Results”) for any purpose except commercial gain. AESL will retain the copyright of the Final Report and any additional deliverables. Without limitation, NLWIC and AESL may update, revise, copy, translate the Results, and distribute the Results with or without such changes to their stakeholders.

Sensitivities with Respect to the Dissemination of the Final Report and Deliverables

Since there were no references to individual names throughout this project, there are no sensitivities to report. All works used throughout this report (and previous reports) have been referenced.