

Success@Work

Final Evaluation Report

February 2024

Blueprint

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FSC is a forward-thinking centre for research and collaboration dedicated to preparing Canadians for employment success. We believe Canadians should feel confident about the skills they have to succeed in a changing workforce. As a pan-Canadian community, we are collaborating to rigorously identify, test, measure, and share innovative approaches to assessing and developing the skills Canadians need to thrive in the days and years ahead. The Future Skills Centre was founded by a consortium whose members are Toronto Metropolitan University, Blueprint ADE, and The Conference Board of Canada

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1. Introduction

[Manitoba Institute of Trades and Technology](#) (MITT) is a college/high school hybrid institution that offers more than 30 post-secondary certificate, diploma and post-graduate programs in the fields of business and information technology, health care, human services and skilled trades to more than 4,000 students from Manitoba 40+ countries around the world. MITT collaborates with industry to develop novel training pathways for diverse learner audiences, including pathways that provide career-oriented secondary students the chance to earn their diploma and a post-secondary certificate. MITT offers varied English language training options, as well as a substantial Adult Learning Centre network and supports mature learners seeking credential completion for employment or entry into post-secondary studies.

With a commitment to ensuring their adult education programming is responsive and effective in supporting adults' skill development, MITT secured funding over two years (2021-23) from the [Future Skills Centre](#) (FSC) to launch their project – **MITT's Core Skills and Rapid Response System for Shock Proofing**.¹ The project aimed to pilot a rapid customization process with core skills training, referred to as *Success@Work*. The initial goal was to apply Success@Work with MITT's Construction Labourer program and engage 40 Indigenous youth participants in the program, to support this equity-deserving group and address the critical labour shortages experienced by the construction sector as a result of the COVID-19 pandemic. Following this initial pilot, MITT wanted to test whether Success@Work could be integrated into programs offered by their Adult Learning Centre. Blueprint completed the evaluation of this follow-up pilot.

In this Report

This evaluation report describes Blueprint's findings on the implementation and effectiveness of Success@Work's pilot with the programs offered by their Adult Learning Centre. The report is organized into the following sections:

1. **About Success@Work:** Describes the Success@Work model and delivery approach.
2. **Evidence Generation Approach:** Describes our learning agenda and evidence generation methodology.
3. **Findings:** Presents our findings on the program's planning, delivery, and student experiences and outcomes.
4. **Concluding Thoughts:** Shares suggestions and considerations for MITT for future Success@Work delivery.

¹ Future Skills Centre (n.d.). Core skills and rapid response. <https://fsc-ccf.ca/projects/core-skills-and-rapid-response/>

1. About Success@Work

1.1 The Skills@Work Framework

Success@Work is a skills framework that MITT designed in consultation with industry partners to help MITT graduates develop key employability skills needed for employment. Success@Work skills are (Figure 1; see Appendix D for expanded definitions):

- **Communication:** ability to clearly formulate and deliver understandable messages
- **Professionalization:** ability to meet an organizational norm or standard
- **Initiative:** ability to see where improvements are needed, to recognize when new opportunities are possible, and to suggest change or take action without being asked
- **Collaboration:** ability to work cooperatively with others, communicate and negotiate effectively, resolve conflict and grasp differences
- **Adaptability:** ability to adjust to new conditions by accepting and incorporating planned or unplanned changes
- **Problem solving:** ability to execute a multi-step process of recognizing a problem, identifying its root cause, formulating and implementing solutions, evaluating effectiveness and considering further action



Success@Work skills are classified at three levels, based on levels of performance required at work and associated learning.

- **Level 1** – Introductory (knowledge)
- **Level 2** – Applied (skills)
- **Level 3** – Supervisory/Leadership (1. supervisor responsible for achievement of work, relations with other divisions/management and others (e.g., customers); and 2. managing/leading direct reports in these skills)

Model Components

The modular and rapid customization approach designed and piloted during the FSC project has resulted in the following components:

- 10 hours of curricula for each skill at each level inclusive of instructor notes and learner materials
- D2L online learning management system available for Level 1 (60 hours)
- For each skill at Level 1, 16 lessons of 20 to 30 minutes inclusive of instructor notes and learner materials
- Performance and learning outcomes frameworks for each skill at three levels
- Rapid customization capability of selected competencies to industry context
- Rapid customization to demographic diversity
- Badging framework for 10 hours for each skill at each level (potential of 18 badges)
- Micro-credential for each of three levels if 60 hours of programming are completed

2.2 Expanding Programmatic Reach

The demand by employers for these skills is high and remains a priority for MITT. Following the successful pilot of Success@Work with MITT's Construction Labourer program, MITT wanted to explore whether Success@Work could be integrated into grade 12 certification programs offered by their Adult Learning Centre. Following internal reflection and consultations, Applied Business Technology 40S and Skills for Academic Success were seen to be the most appropriate courses for integration of Success@Work due to their similar program content and focus on skills development of this nature. We describe these programs in **Box 1**.

The Success@Work program was implemented in 11 Applied Business Technology 40S and Skills for Academic Success courses during the 2023 Winter semester (January 30 – June 14, 2023). The courses were delivered across 6 adult learning centres across Winnipeg as seen in **Table 1** below.

| **Box 1** | Course descriptions

Applied Business Technology 40S

This is a full credit course designed for students who need office skills in their future work or academic pursuits. This course would be beneficial to students continuing their studies at the post-secondary level and to those interested in studying Office Administration. Topics include: file management, business communication, advanced strategies for using Microsoft Office 2013 Word, Excel and Power Point.

Skills for Academic Success

This is a half credit course. This course allows students to focus on developing the writing skills required for Grade 12 English by teaching students how to prepare and write reports, essays and other forms of written communication.

| Table 1 | Distribution of Success@Work Programming across Adult Learning Centres

Location	Number of Applied Business Technology 40S Courses	Number of Skills for Academic Success Courses
Thames Campus	1 course (9 students enrolled)	-
Erin Campus	-	1 course (1 student enrolled)
St. Vital Campus	1 course (15 students enrolled)	1 course (8 students enrolled) 1 online course (8 students enrolled)
St. Norbert Campus	1 course (10 students enrolled)	1 course (6 students enrolled)
Crossroads	1 course (11 students enrolled)	1 course (1 student enrolled) 1 online course (11 students enrolled)
Furby	-	1 course (7 students enrolled)
Total	4 courses (45 students)	7 courses (42 students)



3. Evidence Generation Approach

3.1 Learning agenda

MITT engaged [Blueprint](#) as evidence generation partner to design and capture the learnings of the piloted program. Blueprint implemented a developmental approach to evaluation to encourage ongoing reflection and learning throughout the process. In particular, the evaluation aimed to:

- Gather early signals of the effectiveness of program **planning and delivery**, including how this can be improved in future iterations
- Explore **students' experience and outcomes**, including their satisfaction with Success@Work, achievement of their program goals and self-reported changes in the skill areas targeted by Success@Work

3.2 Methodology

To facilitate periodic reflection and learning, Blueprint implemented a mixed methods data collection approach to provide both staff and students an opportunity to share their reflections and insights. Our approach is described below. **Box 2** describes the data limitations.

Document review

To ensure a robust understanding of the program and its objectives, Blueprint reviewed existing documentation developed by MITT including descriptions of the Success@Work program, associated assessments, the request for funding from FSC as well as department level organization plans.

Student surveys

To capture changes in students' perceptions of their skill level, Blueprint implemented three student surveys: pre-, mid- and post-program. The surveys asked students to reflect on their experience with the program as well as gains in the following Success@Work skills: communication, professionalization, initiative, collaboration, adaptability and problem-solving. The surveys also included questions about self-esteem and self-efficacy, which were based on validated scales.² These attributes were also measured because the program's theory of

² Self-esteem was measured using the Rosenberg Self-Esteem Scale (Rosenberg, M. (1965) *Society and the adolescent self-image*. Princeton, NJ: Princeton University Press). Self-efficacy was measured using the New General Self-Efficacy Scale (Chen, G; Gully, SM; Eden, D. (2001) *Validation of a new general self-efficacy scale*. Organizational Research Methods. 4: 62- 83.)

of variations in the program's implementation, participants would experience some gains in these areas. In addition, from the pilot conducted with the Construction Labourer program, participants experienced gains in these two skills. The surveys also asked participants about their satisfaction with the Success@Work program. The surveys were implemented in March, April and June 2023 and response rates are shown in **Table 2**.

| Table 2 | Student survey completion by program

Survey Type	Total responses	Applied Business Technology Students	Skills for Academic Success Students
Pre-program (March 2-10, 2023)	30/87 (34%)	12/45 (27%)	18/42 (43%)
Mid-program (April 17-24, 2023)	16/87 (18%)	10/45 (22%)	6/42 (14%)
Post-program (June 5-19, 2023)	24/87 (28%)	13/45 (29%)	11/42 (26%)

A copy of the surveys is provided in **Appendix A**.

Instructor reflections

In order to capture instructors' reflections and learnings throughout the program, an online reflection form was sent to instructors after each participants survey was administered. The reflection form asked instructors to identify what was working well, what should be changed and any preliminary outcomes they have seen so far in their students (for mid- and post- surveys only). The reflection forms were administered between March – July 2023, and the response rates are below:

| Table 3 | Instructor reflection completion by program

Timepoint	Total
Pre-program	3/8 (38%)
Mid-program	2/8 (25%)
Post-program	1/8 (13%)

In addition to the reflections, a share back session and discussion was hosted with instructors on June 26, 2023 to provide an opportunity to discuss the results from students' post-program surveys and their experience delivering the program. The session lasted 1 hour in length and was hosted over Zoom.

Interviews

To better understand instructors' experience with the program as well as the enablers and barriers to implementing Success@Work in adult education programs, Blueprint conducted one-hour interviews with MITT staff (n=2) and instructors (n=2). Interviews were conducted on Zoom and a copy of the interview guide can be found in **Appendix B**.

| Box 2 | Data Limitations

Limitations

Low research participation: In general, there was low participation in the evaluation by both students and instructors (as shown in **Tables 2 & 3**), which limits our ability to generalize our findings to all participants. Overall, students' participation in the survey was low (18-43% response rate for the three surveys). Possible reasons cited by instructors included lack of trust among students in the anonymity of the process, difficulty understanding some survey questions and limited capacity of instructors to support students with survey completion in the case of virtual delivery. Some instructors noted that students faced unusual challenges this year due to increased caregiving responsibilities or managing their own illnesses, which may have affected their overall engagement with the program including the assessments. There were also fewer individuals who completed the mid-program survey, compared to the pre-program survey (15 vs. 30); as a result, the mid-program survey will not be highlighted in the analysis.

Potential bias in self-reported skills: Skills gains were measured using students' perceptions. Students self-assessed their skills on pre-program, mid-program and post-program surveys. Self-assessments can be influenced by students' own bias (e.g., students may overestimate or underestimate their own skills, may have low self-awareness, may provide socially desirable rather than accurate answers, may be influenced by external factors like external feedback and may shift their responses over the course of the learning program due to internal changing of criteria for evaluating their skills).

Shorter time between surveys than intended: In addition, due to delays in implementation and the launch of the pre-program survey, the gap between the pre- and mid-program surveys was shorter than desired. In our analysis of program outcomes, we compare only pre- and post-program results.



4. Findings

4.1 Planning and Delivery

The following section summarizes the learnings that emerged from planning and delivering the Success@Work program, based on data collected from instructor reflections, instructor and staff interviews and student surveys.³

Course selection

Recognizing the success of the Success@Work curriculum in the pilot with the Construction Labourer program, MITT staff were interested in testing the effectiveness of the curriculum in another programmatic area. The staff were interested in seeing whether the curriculum on its own, without the addition of the support staff offered in the labourer program (e.g., full-time counselor, support position), could contribute to students developing the necessary skills to support employment success.

In reviewing the curriculum for adult learning centres, the Applied Business Technology 40S (henceforth referred to as ABT) and Skills for Academic Success (henceforth referred to as SAS) courses were seen to be the best fit for piloting the Success@Work due to their existing focus on foundational skill building for learners. These courses were seen to be a better fit than *academic* courses (e.g., grade 11 English) that tend to have a more rigid curricula which is already challenging to cover in a short period of time.

Staff reflections on course selection

In reflecting on the selection process, MITT staff recognized that Skills for Academic Success may not have been the most strategic choice for the program as the course focuses on skills for academic success, while the Success@Work curriculum focuses on employment success.

Onboarding Instructors

Once the courses were selected, MITT staff identified the instructors who were teaching either ABT or SAS in the coming semester, introduced them to the program and presented them the

3. Note that when referring to instructors in describing their perspectives, we are referring only to those instructors that we interviewed or from whom we received a reflection form. The perspectives noted here therefore may not be representative of all instructors' experience, given the challenges we had with their participation in the evaluation.

opportunity to pilot the program in their own courses.

Overall, the instructors found the training helpful but had some hesitations about the implementation. It was originally planned that the instructors would select any or all the skills included in Success@Work that they thought would be applicable to their students. While they were excited about the opportunity, many expressed hesitations over the short period of time for preparation before the semester started (less than a month). They felt that the preparation time was too short to review the materials and plan for its integration into their courses. For others, integration of Success@Work required them to challenge their typical approach of delivering programming and instead take an approach centered on learning and development – this felt new to them and may have caused some hesitation.

Notably, instructors made the decision to solely focus on communication as it was the easiest skill for them to understand and incorporate in their existing program under the tight preparation timelines.

Staff reflections on the onboarding process

In reflecting on the onboarding process, MITT staff identified that additional time would have been extremely valuable for instructors to better understand the material and its broader objective. A longer onboarding period may have also helped address any concerns that instructors had in trying to integrate the new material a month before the program started.

Staff also acknowledged that regular instructor meetings could have served as an opportunity for experts to introduce exercises or topics from the Success@Work content. This would provide instructors with firsthand experience and allow them to ask questions, ensuring a comprehensive understanding of the material. Another option would be to better integrate internal experts at MITT in the onboarding process, including the instructor who taught the Construction Labour program, so that they could provide firsthand reflections and recommendations to support integration and implementation.

Finally, staff recognized that this was the first time for all the instructors to be involved in a pilot like this that wasn't provincially mandated and that a longer onboarding period would have gone a long way in supporting them.

Integration into courses

Overall, instructors recognized the alignment of the Success@Work content with both the ABT and SAS courses. They felt the resources were relevant and useful for both courses, although one instructor flagged that the ABT course was a slightly better fit, due to its existing content on employability skills.

Instructors focused on enhancing their lessons on communication skills with suggestions from the Success@Work content. Examples of this with ABT courses include relating communication skills with modules on Outlook and PowerPoint, mock business calls and practice interviews. An SAS instructor reported that they focused on written communication in their lessons.

However, not all instructors were able to integrate all the material into their courses. Reasons for varying levels of integration included insufficient time for review of materials, asynchronous nature of their courses leading to students being at different points of the course, managing complex needs of learners and, more broadly, a lack of clarity around the overall objective of the pilot. Staff noted that integrating Success@Work required instructors to critically reflect on their course materials and consider ways to incorporate relevant aspects into their lesson plans, which sometimes needs a more gradual approach, and a longer lead time.

“The main thing was there was just a bit of confusion because we didn’t know what the goal was. I think that was it. And we wanted to move toward the goal, but we weren’t clear on what the goal was. So, I think that was the main thing that people and I too struggled with that because we weren’t sure, and people would explain it but we didn’t quite get it.”

- Instructor, Success@Work

“I think opening up the conversation across sites on a common topic around something that absolutely is critical to any teacher in the learning space just to even be a part of some common dialogue and innovative practice. I think that in itself has been really beneficial for our teachers to gain trust in working together as a network, gain trust in their colleagues, like just [to] be able to have some really good professional conversations with other teachers that you had not connected with previously.”

- Instructor, Success@Work

Instructor peer learning

A key success factor for the pilot was strong collaboration among instructors across different Adult Learning Centers – a community of practice was created amongst the instructors who were implementing Success@Work in their courses. Instructors reported that frequent engagement with their peers helped them learn from each other’s experiences, work through course material together, brainstorm approaches for delivery, troubleshoot challenges and generally build a sense of community, which they previously didn’t have opportunities for because they are at different locations and on different schedules. MITT staff also noted the immense value of having 1-2 key

teacher champions whose philosophies aligned with the goals of the program, and therefore were able to advocate for the program among their peers.

Staff experience and learnings

MITT staff and instructors noted that their experience with participating in this project enabled them to critically engage and reflect on their course and materials, to build connections and trust with their peers and to better understand students' experience and satisfaction with their courses. For example, most instructors noted that the pre-program survey helped them understand students' desire for more confidence-building and motivated them to strategize or come up with ways to improve students' confidence.

"I enjoyed it and appreciated the opportunity to learn more about myself and my strengths. I will definitely be using the things I've learned in my future academics."

- Student, Success@Work

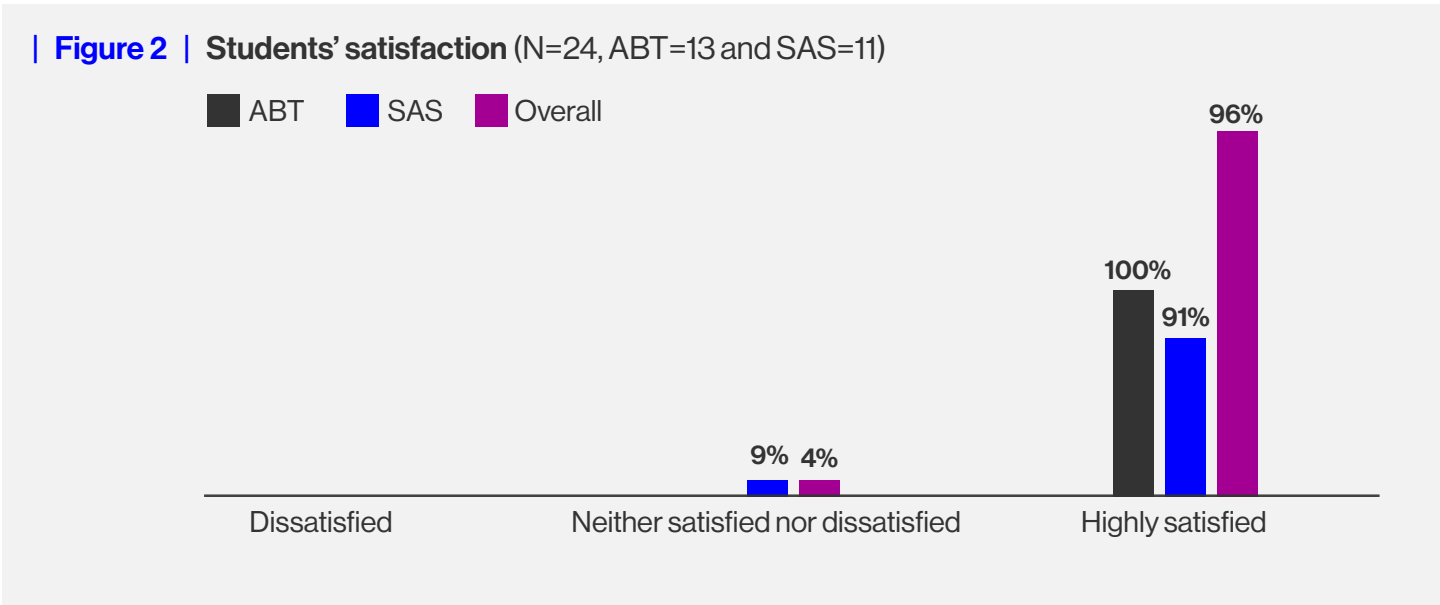
4.2 Students’ Experience and Outcomes

In this section, we report findings on students’ experience and perceived skills gains. Although not part of our evaluation plan, through our data collection we also captured project outcomes for staff, which we report on in this section.

As noted earlier, due to large variation in the integration of Success@Work into the coursework for ABT and SAS and the low sample sizes of survey respondents, the following results should be interpreted with caution. The results may be correlated with other features of the program than with Success@Work specifically.

Student satisfaction

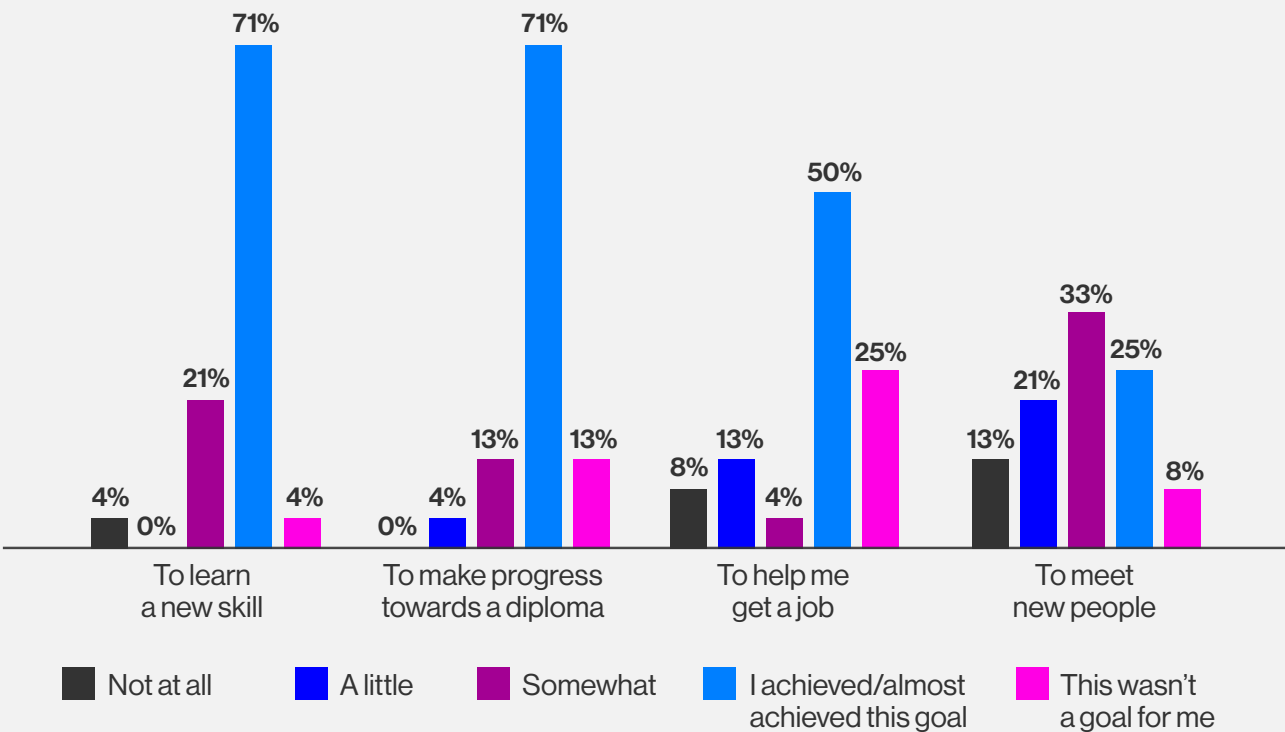
Students were highly satisfied with programming (96%, n=23), however, due to variation in integration of Success@Work into ABT and SAS, it is difficult to tease out students’ satisfaction specifically with Success@Work from their satisfaction with the overall course.



Student goal achievement

Almost three-quarters of students (71%, n= 17) expressed significant movement in achieving their goal of learning a new skill and making progress towards a diploma, respectively. This was seen to be consistent across the two program streams.

| Figure 3 | Students’ perspectives on whether the programs met their goals
(N=24, ABT=13 and SAS=11)

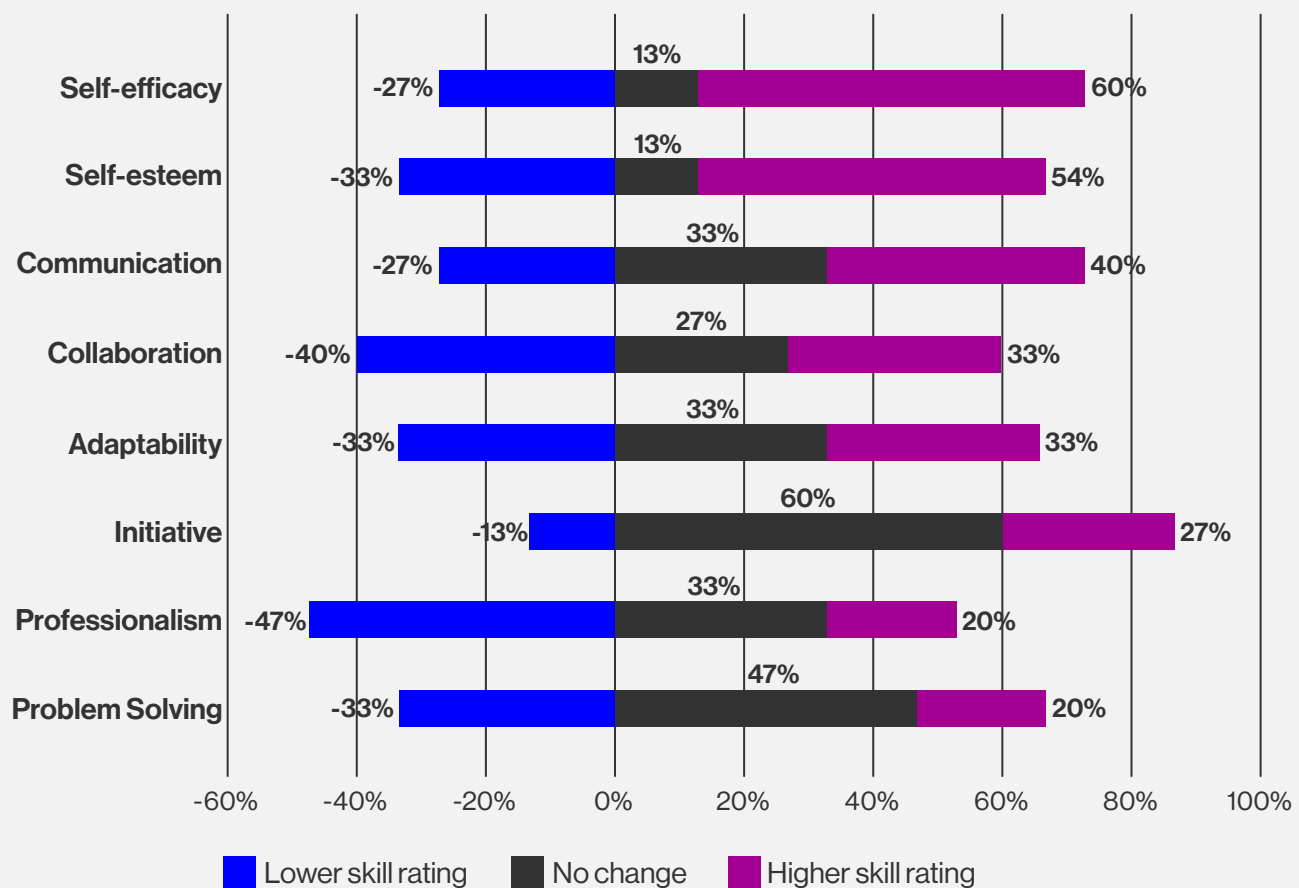


Student skills gains

A skill gain was recorded if a student provided a more positive rating (e.g., strongly agree vs agree that they were confident in their abilities) for the statements for each skill area on the post-program survey compared to the pre-program survey.

Students reported the greatest gains for **self-efficacy** and **self-esteem**, with over half of students reporting increases in these attributes. The third highest gains were in students' **communication skills**. Since communication skills were the focus of this delivery of Success@Work, a key question is whether these perceived gains are associated with actual gains in these skills. In contrast, many students stated **lower professionalism** and **collaboration** skills post-program. One possible reason for this is that learners may have somewhat inflated perceptions of their skills at the start of the course, which they may recalibrate after completing the course. See **Box 2** on page 9 for more information on the potential for bias in self-assessment of skills).

Figure 4 | Changes in students' skills from pre-program to post-program survey (N=15)





5. Concluding thoughts

Due to implementation challenges of Success@Work described in this report, we have a limited understanding of its effectiveness in improving students' professional skills. However, instructors and staff recognize its potential value and place in adult education and are eager to find ways to better implement it in future iterations.

Below are some options for MITT to consider as they explore the possibility of expanding the delivery of Success@Work.

Engage instructors and students as key stakeholders: While instructors now understand Success@Work's value proposition, they noted that it took them a while to gain that understanding. Recognizing that instructors are a key stakeholder in the process, instructors would benefit from being included in more in-depth strategic conversations around the goals of the program, including framing around connections of the material with their own material. If feasible, instructors can also play a larger role in planning of future deliveries, including providing input on strategies to integrate the content into their courses.

Build in a longer launch period: Based on instructor and staff feedback, and drawing from change management principles, a key recommendation is to build in a longer launch period ahead of delivery. Instructors would benefit from sufficient time to review and critically engage with the materials and consider ways to incorporate them into their lesson plans, possibly through increased professional development time. A longer launch period should also include more robust and customized supports for instructors including guidance on navigating the resources included in the Success@Work content. Examples include bringing in experts to advise on implementing specific modules, considering options for individual coaching, offering drop-in sessions with project leads for any troubleshooting and strengthening options for peer-to-peer learning.

Select employment-focused courses: While instructors flagged that both ABT and SAS were aligned with Success@Work in terms of their focus on building foundational skills, they did note that ABT might have been a slightly better fit for two reasons: first, because of its focus on skills needed to succeed in the *workplace* compared to more academic courses such as Math or Science; and second, because it is less rigid than more academic courses like SAS, with greater scope for modifications. In general, courses that are more flexible, or can accommodate modular programs, might be a better fit for programs like Success@Work.

Integrate all six skills: Recognizing that this past delivery was a pilot, and given the short lead time, the focus of implementation was limited to communication skills. However, for future deliveries, staff noted that there might be greater value in more comprehensive integration of the

materials by building in elements from all six skill areas, rather than just one skill. Approaching them as a set of core skills might help with building in broader context for both instructors and students, and ease their integration into existing courses.

Consider using a different skills assessment approach: To reduce the potential for biased responses, MITT could consider using a skills assessment approach that minimizes subjectivity and other limitations associated with skills self-assessments. For example, MITT could consider using tools that involve both student and instructor assessment.⁴

More targeted delivery: In future iterations and to support further testing, MITT can consider limiting the number of delivery sites to 1-2 to allow for more in-depth engagement with the materials and reflection amongst staff. This would also allow staff to provide more targeted support to instructors in addressing any challenges that may arise during delivery. Lessons from smaller pilots can then inform planning for larger-scale implementation. In addition, having fewer sites to manage will help in identifying a “champion” among instructors who understands the unique value proposition of Success@Work. They can then advocate for its integration into courses, which will go a long way in increasing buy-in among teachers. These “champions” can then also be called upon to advise as the program expands to additional sites.

4 An example of such a tool is the Employability Skills Assessment Tool (ESAT), developed by Futureworx.

Appendix A

Student Surveys

Student Pre-Survey

Landing Page

Thank you for completing this brief survey as you begin your [insert course name] at MITT. It should take around 10-15 minutes to complete.

In this survey, you'll be asked about what you hope to learn from this course and to think about your current skills and abilities.

This survey is **voluntary** and **anonymous**. Your responses will not affect your relationship with MITT, your teacher, or your fellow classmates. It also has no effect on your grades or success in the program. We encourage you to answer as honestly as you can.

If you have any questions about how your responses will be used, please contact Blueprint [lmc Carroll@blueprint-ade.ca].

Before you begin your survey, please make sure you have an **ID code** from your teacher. If you do not, please reach out to your teacher.

Survey Questions *Required question

Background Information

1. *Please **copy and paste your user ID code** (provided in the email invitation for this survey) into the box below and click "Start" to begin the survey. [Text Box]

User ID Code:

Personal Goals

2. *Why did you sign up for this course? (Select all that apply) [Multi-Select]
 - a. To learn a new skill
 - b. To make progress toward diploma
 - c. To help me get a job
 - d. To meet new people
 - e. For something to do
 - f. Someone recommended I sign up
 - g. Other (please specify)
3. Is there anything else you want to tell us about your goals for this course? [Open text box]

Self-Assessments

The next set of questions will ask you to assess your own skills based on how you currently see yourself. Please answer these as honestly as you can.

General Self-Efficacy Scale (GSE)

4. *Please indicate, using the scale provided below, how much you agree or disagree with each statement: [Rating Scale] [Rotate]

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I will be able to achieve most of the goals that I have set for myself.					
When facing difficult tasks, I am certain that I will accomplish them.					
In general, I think that I can obtain outcomes that are important to me.					
I believe I can succeed at most any endeavor to which I set my mind.					
I will be able to successfully overcome many challenges.					
I am confident that I can perform effectively on many different tasks.					
Compared to other people, I can do most tasks very well.					
Even when things are tough, I can perform quite well.					

Confidence Assessments

5. ***Adaptability:** Please indicate, using the scale provided below, how much you agree or disagree with each statement: [Likert Scale] [Rotate]

I am confident in my ability to...	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Effectively change my plans or way of doing things.					
Accept new ideas.					
Add new tasks into my work.					
Accept and learn new technologies to be able to use them easily.					
Learn and grow from my successes and failures.					

6. ***Collaboration:** Please indicate, using the scale provided below, how much you agree or disagree with each statement: [Likert Scale] [Rotate]

I am confident in my ability to...	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Talk to other people, especially those who are different, with respect.					
Determine tasks that can be completed more easily with more people.					
Draw on other people's skills, ideas and opinions in order to complete a task.					
Freely share my own experience and knowledge with others.					

7. *Problem Solving: Please indicate, using the scale provided below, how much you agree or disagree with each statement: [Likert Scale] [Rotate]

I am confident in my ability to...	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Recognize a problem.					
Understand the root causes of a problem (why is it happening?).					
Determine possible solutions to the problem and determine which is best.					
Put a solution into action.					
Make sense of complex information when trying to solve a problem.					
Be creative when coming up with solutions.					

8. *Communication: Please indicate, using the scale provided below, how much you agree or disagree with each statement: [Likert Scale] [Rotate]

I am confident in my ability to...	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Express myself and my ideas to others.					
Adjust my communication style to my workplace or environment.					
Interact with others using appropriate eye contact, body language, and active listening.					
Write professional messages that are clear and direct.					

9. *Initiative: Please indicate, using the scale provided below, how much you agree or disagree with each statement: [Likert Scale] [Rotate]

I am confident in my ability to...	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Track my own progress and change things if I am not working the way that I should be to complete a task.					
Take positive action without being told to do so by a supervisor.					
Participate in social settings					
Make professional connections.					

10. *Professionalism: Please indicate, using the scale provided below, how much you agree or disagree with each statement: [Likert Scale] [Rotate]

I am confident in my ability to...	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Take accountability for my actions.					
Manage my time effectively.					
Have a positive attitude at work.					
Overcome challenges at work.					
Present myself well at work.					
Manage stress in the workplace.					

Self-Esteem Assessment

11. *Please indicate, using the scale provided below, how much you agree or disagree with each statement: [Likert Scale] [Rotate]

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
On the whole, I am satisfied with myself.					
At times I think I am no good at all.					
I feel that I have a number of good qualities.					
I am able to do things as well as most other people.					
I feel I do not have much to be proud of.					
I certainly feel useless at times.					
I feel that I'm a person of worth, at least on an equal plane with others.					
I wish I could have more respect for myself.					
All in all, I am inclined to feel that I am a failure.					
I take a positive attitude toward myself.					

12. Is there anything else you want to share with us about your skills? [Open text box]

Closing

Thank you for completing this survey and sharing your insights with us.

Student Mid-Way Survey

Landing Page

Congratulations for reaching the half-way point of [insert course name] at MITT! Thank you so much for completing this brief survey about your experience so far. It should take around 10-15 minutes to complete.

In this survey, you'll be asked about your experience with the course. You'll also be invited to reflect on your own skill development now that you have completed several weeks of class.

This survey is **voluntary** and **anonymous**. Your responses will not affect your relationship with MITT, your teacher, or your fellow classmates. It also has no effect on your grades or success in the program. We encourage you to answer as honestly as you can.

If you have any questions about how your responses will be used, please contact Blueprint [lmccarroll@blueprint-ade.ca].

Before you begin your survey, please make sure you have an **ID code** from your teacher. If you do not, please reach out to your teacher.

Survey Questions *Mandatory question

Background Information

1. *Please **copy and paste your user ID code** (provided in the email invitation for this survey) into the box below and click "Start" to begin the survey. [Text Box]

User ID Code:

Course Feedback

2. *How satisfied are you with [Course Name] so far? [Multiple Choice]

- a. Very dissatisfied
- b. Somewhat dissatisfied
- c. Neither satisfied nor dissatisfied
- d. Somewhat satisfied
- e. Very satisfied

3. What course activities or lessons have you found particularly useful so far? [Text Box]

4. Are there any topics not yet covered by the course that you hope to learn more about this term? [Text Box]

Self-Assessments

The next set of questions will ask you to assess your own skills based on how you currently see yourself. Please answer these as honestly as you can.

General Self-Efficacy Scale (GSE)

5. *Please indicate, using the scale provided below, how much you agree or disagree with each statement: [Rating Scale] [Rotate]

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I will be able to achieve most of the goals that I have set for myself.					
When facing difficult tasks, I am certain that I will accomplish them.					
In general, I think that I can obtain outcomes that are important to me.					
I believe I can succeed at most any endeavor to which I set my mind.					
I will be able to successfully overcome many challenges.					
I am confident that I can perform effectively on many different tasks.					
Compared to other people, I can do most tasks very well.					
Even when things are tough, I can perform quite well.					

Confidence Assessments

6. *Adaptability: Please indicate, using the scale provided below, how much you agree or disagree with each statement: [Likert Scale] [Rotate]

I am confident in my ability to...	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Effectively change my plans or way of doing things.					
Accept new ideas.					
Add new tasks into my work.					
Accept and learn new technologies to be able to use them easily.					
Learn and grow from my successes and failures.					

7.*Collaboration: Please indicate, using the scale provided below, how much you agree or disagree with each statement: [Likert Scale] [Rotate]

I am confident in my ability to...	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Talk to other people, especially those who are different, with respect.					
Determine tasks that can be completed more easily with more people.					
Draw on other people's skills, ideas and opinions in order to complete a task.					
Freely share my own experience and knowledge with others.					

8.*Problem Solving: Please indicate, using the scale provided below, how much you agree or disagree with each statement: [Likert Scale] [Rotate]

I am confident in my ability to...	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Recognize a problem.					
Understand the root causes of a problem (why is it happening?).					
Determine possible solutions to the problem and determine which is best.					
Put a solution into action.					
Make sense of complex information when trying to solve a problem.					
Be creative when coming up with solutions.					

9. *Communication: Please indicate, using the scale provided below, how much you agree or disagree with each statement: [Likert Scale] [Rotate]

I am confident in my ability to...	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Express myself and my ideas to others.					
Adjust my communication style to my workplace or environment.					
Interact with others using appropriate eye contact, body language, and active listening.					
Write professional messages that are clear and direct.					

10. *Initiative: Please indicate, using the scale provided below, how much you agree or disagree with each statement: [Likert Scale] [Rotate]

I am confident in my ability to...	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Track my own progress and change things if I am not working the way that I should be to complete a task.					
Take positive action without being told to do so by a supervisor.					
Participate in social settings					
Make professional connections.					

11. *Professionalism: Please indicate, using the scale provided below, how much you agree or disagree with each statement: [Likert Scale] [Rotate]

I am confident in my ability to...	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Take accountability for my actions.					
Manage my time effectively.					
Have a positive attitude at work.					
Overcome challenges at work.					
Present myself well at work.					
Manage stress in the workplace.					

Self-Esteem Assessment

12. *Please indicate, using the scale provided below, how much you agree or disagree with each statement: [Likert Scale] [Rotate]

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
On the whole, I am satisfied with myself.					
At times I think I am no good at all.					
I feel that I have a number of good qualities.					
I am able to do things as well as most other people.					
I feel I do not have much to be proud of.					
I certainly feel useless at times.					
I feel that I'm a person of worth, at least on an equal plane with others.					
I wish I could have more respect for myself.					
All in all, I am inclined to feel that I am a failure.					
I take a positive attitude toward myself.					

13. Is there anything else you want to share with us about your skills? [Open text box]

Closing

Thank you for completing this survey and sharing your insights with us.

Student Post-Survey

Landing Page
<p>Congratulations for finishing [insert course name] at MITT! Thank you for completing this brief survey. It should take about 10-15 minutes to complete.</p> <p>In this survey, you'll be asked about your overall experience with the course. You'll also be invited one last time to reflect on your own skill development now that you have completed the course.</p> <p>This survey is voluntary and anonymous. Your responses will not affect your relationship with MITT, your teacher, or your fellow classmates. It also has no effect on your grades or success in the program. We encourage you to answer as honestly as you can.</p> <p>If you have any questions about how your responses will be used, please contact Blueprint [lmccarroll@blueprint-ade.ca].</p> <p>Before you begin your survey, please make sure you have an ID code from your teacher. If you do not, please reach out to your teacher.</p>

Survey Questions *Mandatory question

Background Information
<p>1. *Please copy and paste your user ID code (provided in the email invitation for this survey) into the box below and click “Start” to begin the survey. [Text Box]</p> <p>User ID Code:</p>

Personal Goals

2. *Below are some of the goals you and/or your classmates had for this program.
To what extent did this course help you to make progress on the following goals?
[Likert Scale] [Rotate]

	Not at all	A little	Somewhat	A lot	I achieved this goal	This wasn't a goal for me
To learn a new skill						
To make progress toward a diploma						
To help me get a job						
To meet new people						
Any other goals you had: [Text]						

3. Is there anything else you want to tell us related to meeting your goals for this course?
[Open text box]

Course Feedback

1. *How satisfied are you with [Course Name] overall? [Multiple Choice]
- a. Very dissatisfied

b. Somewhat dissatisfied

c. Neither satisfied nor dissatisfied

d. Somewhat satisfied

e. Very satisfied
2. What activities or lessons from the course did you find most useful? [Text Box]
3. What activities or lessons from the course did you find least useful? [Text Box]
4. Is there anything else you would like to share about your experience in this course?
[Text Box]

Self-Assessments

The next set of questions will ask you to assess your own skills based on how you see yourself at the end of this course. Please answer these as honestly as you can.

General Self-Efficacy Scale (GSE)

5. *Please indicate, using the scale provided below, how much you agree or disagree with each statement: [Likert Scale] [Rotate]

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I will be able to achieve most of the goals that I have set for myself.					
When facing difficult tasks, I am certain that I will accomplish them.					
In general, I think that I can obtain outcomes that are important to me.					
I believe I can succeed at most any endeavor to which I set my mind.					
I will be able to successfully overcome many challenges.					
I am confident that I can perform effectively on many different tasks.					
Compared to other people, I can do most tasks very well.					
Even when things are tough, I can perform quite well.					

Confidence Assessments

6. *Adaptability: Please indicate, using the scale provided below, how much you agree or disagree with each statement: [Likert Scale] [Rotate]

I am confident in my ability to...	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Effectively change my plans or way of doing things.					
Accept new ideas.					
Add new tasks into my work.					
Accept and learn new technologies to be able to use them easily.					
Learn and grow from my successes and failures.					

7. *Collaboration: Please indicate, using the scale provided below, how much you agree or disagree with each statement: [Likert Scale] [Rotate]

I am confident in my ability to...	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Talk to other people, especially those who are different, with respect.					
Determine tasks that can be completed more easily with more people.					
Draw on other people's skills, ideas and opinions in order to complete a task.					
Freely share my own experience and knowledge with others.					

8.*Problem Solving: Please indicate, using the scale provided below, how much you agree or disagree with each statement: [[Likert Scale](#)] [[Rotate](#)]

I am confident in my ability to...	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Recognize a problem.					
Understand the root causes of a problem (why is it happening?).					
Determine possible solutions to the problem and determine which is best.					
Put a solution into action.					
Make sense of complex information when trying to solve a problem.					
Be creative when coming up with solutions.					

9. *Communication: Please indicate, using the scale provided below, how much you agree or disagree with each statement: [[Likert Scale](#)] [[Rotate](#)]

I am confident in my ability to...	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Express myself and my ideas to others.					
Adjust my communication style to my workplace or environment.					
Interact with others using appropriate eye contact, body language, and active listening.					
Write professional messages that are clear and direct.					

10. *Initiative: Please indicate, using the scale provided below, how much you agree or disagree with each statement: [Likert Scale] [Rotate]

I am confident in my ability to...	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Track my own progress and change things if I am not working the way that I should be to complete a task.					
Take positive action without being told to do so by a supervisor.					
Participate in social settings					
Make professional connections.					

11. *Professionalism: Please indicate, using the scale provided below, how much you agree or disagree with each statement: [Likert Scale] [Rotate]

I am confident in my ability to...	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Take accountability for my actions.					
Manage my time effectively.					
Have a positive attitude at work.					
Overcome challenges at work.					
Present myself well at work.					
Manage stress in the workplace.					

Self-Esteem Assessment

12. *Please indicate, using the scale provided below, how much you agree or disagree with each statement: [Likert Scale] [Rotate]

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
On the whole, I am satisfied with myself.					
At times I think I am no good at all.					
I feel that I have a number of good qualities.					
I am able to do things as well as most other people.					
I feel I do not have much to be proud of.					
I certainly feel useless at times.					
I feel that I'm a person of worth, at least on an equal plane with others.					
I wish I could have more respect for myself.					
All in all, I am inclined to feel that I am a failure.					
I take a positive attitude toward myself.					

14. Is there anything else you want to share with us about your skills? [Open text box]
15. Is there anything else you would like to share with us about your program or your experience conducting these surveys? [Open text box]

Closing

Thank you for completing this survey and sharing your insights with us.



Appendix B

Interview Guides

Questions for MITT Staff

1. To start off, why did you initially want to integrate Success@Work into Applied Business Tech 40S and Skills for Academic Success?
 - a. What gap did you hope the Success@Work would address?

Over the next set of questions, I want to explore each component of the program design and implementation.

2. Thinking about the **planning and curriculum integration** that happened prior to classes, what do you think worked well?
 - a. What challenges did you face?
 - b. How would you improve this process should you do this again?
3. Thinking about the **implementation of Success@Work in classes**, what do you think worked well?
 - a. Why do you think some teachers were more interested in integrating the program than others?
 - b. What challenges did you face?
 - c. How would you improve this process should you do this again?
4. Thinking about the **data collection and evidence generation component**, what do you think worked well?
 - a. What challenges did you face?
 - b. How would you improve this process should you do this again?
5. What benefit do you think the Success@Work pilot had on...
 - a. Students?
 - b. Staff?
 - c. The department?
6. Looking forward, what role do you hope Success@Work will have in your department?
 - a. What do you need to successfully achieve this?
 - b. What challenges do you anticipate?
7. Is there anything else that you think would be helpful for us to know?

Questions for Instructors

1. To start off, can you tell us about your role at MITT and your engagement with Success@Work program.
2. What was your first reaction when you were introduced to Success@Work?
 - a. What did you like about the program?
 - b. What benefit did you think it would provide to your existing program?
 - c. What reservations or questions did you have about the program?
3. Thinking about how you were introduced and explained about the program, what do you think worked well?
 - a. What did you think was less effective?
 - b. If MITT was going to introduce the Success@Work program to instructors, how do you think this could be improved?
4. Can you tell us about how to integrated the Success@Work into *Applied Business Tech/ Skills for Academic Success*.
 - a. What do you think made it easier for you to integrate Success@Work into your course?
 - b. What challenges did you face integrating Success@Work into your course?
 - c. How do you think your experience differed from your peers?
5. The Success@Work pilot was also the first time that developmental evaluation was implemented into the program. To what extent did you find this helpful to you?
 - a. How could it be better implemented in the future?
6. What benefit do you think the Success@Work pilot had on...
 - a. Students?
 - b. Staff?
 - c. The department?
7. Looking forward, how do you intend to utilize Success@Work in your courses?
 - a. Are there any resources/ supports that would support you as you continue to implement the program?
8. Thinking about your experience implementing Success@Work, who and/or what department do you think would benefit from this program?
9. Is there anything else that you think would be helpful for us to know?

Thank you so much for your time and feedback.



Appendix C

Instructor Reflections

Pre-Survey Reflection Questions

1. Reflecting on the preliminary analysis of the survey data, how do these insights land with you? Does anything stand out or surprise you?
2. How was your experience administering the survey to your students?
3. In what ways have you integrated Success@Work skills into your curriculum?
 - How might these findings inform how you plan to integrate Success@Work moving forward?
 - Have you facilitated a goal-setting exercise with students related to Success@Work skills? If not, is this something you intend to facilitate at some point this semester?
4. What other information would you like to know at this stage?
5. What are you taking away from these results and discussion today?

Mid-Survey Reflection Questions

1. Reflecting on the analysis of the mid-survey data, how do these insights land with you? Does anything stand out or surprise you?
 - Are the changes in reporting from pre and post inline with what you were thinking?
2. How was your experience administering the survey to your students? What challenges did you face?
 - How can we improve this process for the final survey?
3. Since the last reflection, in what ways have you integrated Success@Work skills into your curriculum?
 - How might these findings inform how you plan to integrate Success@Work moving forward?
4. What other information would you like to know at this stage?
5. What are you taking away from these results and discussion today?

Post-Survey Reflection Questions

1. To what extent have you implemented Success@Work in your courses?
2. How have you found implementing Success@Work in your programming?
 - What made it easier?
 - What challenges did you find?
3. How have you found the developmental evaluation?
 - What did you like?
 - What would you have liked to see in the future?
4. What are your first thoughts to the survey results?
 - Did these results surprise you?
5. Many students did not report a skill gain across the metrics we assessed – why do you think that is?
6. What would you like to see as a next step?
7. How can we strengthen this implementation next time?
 - What do you need?
 - What changes should we make?
 - How should we adjust the evaluation?
8. What advice would you give to another department in the adult learning and literacy space who would want to implement this program in the future?

Appendix D

Priority Skills

In consultation with employers and industry partners, MITT has identified six priority skills that are required on the job.

MITT’s Success@Work Skills

- Adaptability
- Collaboration
- Communication
- Problem Solving
- Initiative
- Professionalism

MITT aspires to have all graduates embody these six skills. Success@Work skills are emphasized upon program entry, in training, and in work-integrated learning.



Adaptability – A mix of skills

Adaptability is the ability to adjust to new conditions. A person demonstrates adaptability by accepting and incorporating planned or unplanned change. During periods of change, effective workplace performance is shown by how well a person can change their plans or ways of doing things. It could mean welcoming new collaborators, integrating new duties or processes in their work, and learning and accepting new technologies. The ability to adapt also means learning and growing from experience – from both success and failure.

Communication

Effective communication is a person's ability to express themselves clearly by formulating and delivering understandable messages. People are both senders and receivers of messages. It may involve words, symbols, and behaviour. For example, body language and tone of voice can influence how a person sends or receives a message. Messages can be perceived in different ways by different people and cultures. Written communication can sometimes be challenging because we cannot see or hear the sender. People who deliver messages effectively use their communication skills and strategies intentionally. They can communicate effectively in a variety of situations, for a variety of purposes, and with a variety of audiences.

Initiative

Initiative is the ability to see where improvements are needed, to recognize when new opportunities are possible, and to suggest change or take action without being asked. Opportunities to display initiative include showing an interest in people, participating in social interactions, and making professional connections. Showing initiative does not mean deliberately contradicting instructions or acting alone against the goals of the group or organization. In the workplace, even if you do not feel highly motivated to do a task, you take the initiative to complete it because it is part of the job. Researchers Frese and Fay define initiative as "work behaviour characterized by its self-starting nature, its proactive approach, and by being persistent in overcoming difficulties that arise in pursuit of a goal."

Professionalism

To be regarded by others as professional, you must take your performance at the workplace to a level that meets an organizational norm or standard at a minimum. Professionalism involves being responsible, managing time productively, having a positive attitude, persevering, presenting yourself well, and managing stress effectively.

Collaboration

Collaboration is the ability to work cooperatively with others, communicate and negotiate effectively, resolve conflict, and grasp differences (cultural, age, gender, sexuality, etc.). It requires people to be open-minded, respectful, empathetic, and self-aware. Collaboration involves a person's values and expectations while recognizing those of others and workplace culture. Collaboration typically requires communication, problem-solving, adaptability, and aspects of professionalism like responsibility and effective stress management.

Problem Solving - A process

Problem solving is a multi-step process. It includes 1) Recognizing a problem and assessing its nature (e.g., equipment, process); 2) Identifying the root cause; 3) Identifying possible solutions and determining the best one; 4) Implementing the solution; 5) Evaluating the effectiveness of the solution; and 6) Considering further actions or adjustments. Problem solving can involve other thinking skills such as analysis, alternative thinking, synthesizing and comparing information, logic and objective reasoning, evaluating options (including critical reading skills) and how things are working, and creativity and innovation.

