YESS Skills Training Quality Review

An Independent Participant-Based Evaluation of the Six-Week Online Training Component

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by Vasylyna Volynets

Author's standpoint

I joined the YESS Program as a participant and began identifying opportunities to improve the organization and relevance of its six-week online Skills Training component.

With a bachelor's degree in Entrepreneurship, Trade and Exchange Activities, I have an academic background in service quality evaluation, organizational processes, and ISO 9001 quality management principles. I applied this knowledge to examine the training experience, identify potential gaps, and develop practical recommendations based on personal observations, staff feedback, and publicly available information.

**This document is an independent, participant-based professional case study. It does not represent an official evaluation or audit of the YESS Program.*

Overview

The six-week online Skills Training component provided valuable opportunities to develop employment-related skills, complete certifications, and improve English communication.

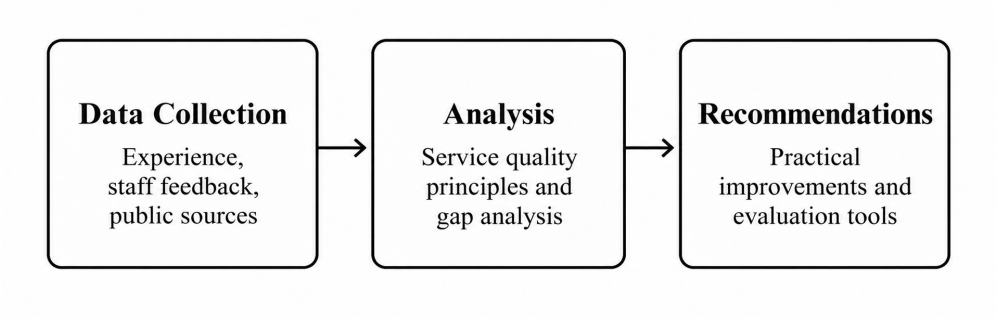
However, some activities repeated existing knowledge, while individual learning needs and career goals received less attention. This highlighted opportunities for more personalized training, clearer communication, better access to learning materials, and greater workplace exposure.

Program staff also reported unusual challenges with attendance, punctuality, participation, and withdrawals in the current group. Although the underlying causes remain unclear, these observations suggest areas for further investigation.

Sources Used in This Review

Source	How It Was Used
Participant experience	Observations from six weeks of online training
Academic knowledge	Service quality and process evaluation methods
Program staff feedback	Additional context about the current group
Public information	Background on YESS and quality management practices

Findings are primarily qualitative, and recommendations are presented as potential improvements rather than established conclusions.



01 / Purpose and Scope

Purpose of the Review

This review examines the quality and practical value of the six-week online YESS Skills Training component, focusing on communication, learning materials, training relevance, practical experience, participant engagement, and program outcomes.

The objective is to identify potential improvements that better align training activities with participants' individual needs and employment goals.

Research Methods

The review applied qualitative methods and selected quality management principles.

Method	How I Applied It
Personal Reflection	Reviewed training experiences and challenges
Thematic Analysis	Identified recurring issues and needs
Gap Analysis	Compared training experiences with individual needs
Staff Feedback	Considered reported engagement challenges
Quality Management	Applied ISO 9001 principles and PDCA

Limitations

This review is based primarily on personal observations and staff feedback. No formal participant surveys, internal performance reports, or complete outcome data were available. Therefore, the findings represent a qualitative assessment of selected training experiences rather than conclusions about the overall effectiveness of the YESS Program.

Review Dimension	Main Question
Accessibility	Is information clear and accessible?
Relevance	Does training meet individual needs?
Engagement	What affects participation?
Practical Value	Does training support career goals?
Outcomes	How can progress be measured?

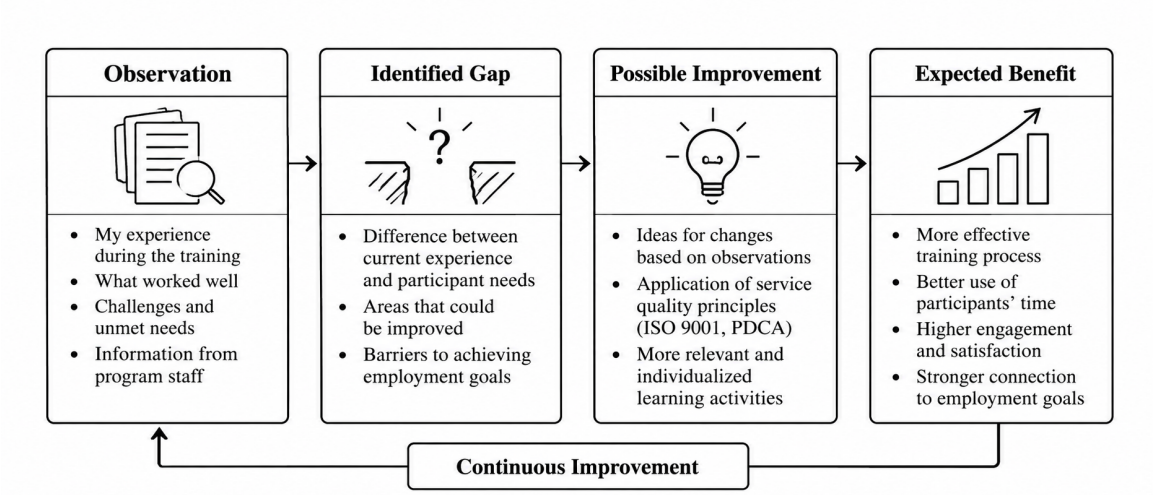
02 / Evaluation Logic

This review follows a structured approach to identifying opportunities for improvement in the YESS Skills Training component.

Each observation was examined to understand the difference between participants' needs and the training experience, identify potential barriers, and develop practical recommendations.

The analysis considers personal experience, information shared by program staff, and selected service quality principles. Expected benefits are presented as potential outcomes rather than confirmed results.

This approach provides a consistent framework for evaluating different aspects of the training and identifying opportunities for continuous improvement.



03 / Main observations

Six key areas for potential improvement were identified through participant observations, staff feedback, and a review of available program information. The findings highlight possible gaps in communication, training relevance, learning resources, career exploration, and program visibility.

Area	Observation	Potential Impact
Communication	Limited written information before enrolment; reliance on phone calls.	Unclear expectations and communication barriers.
Program Information	Financial support and participation requirements were mainly explained verbally	Difficulty reviewing conditions and responsibilities.
Learning Materials	Limited choice of formats and no consolidated learning guide.	Reduced accessibility and organization.
Training Relevance	Standardized content for participants with different skills and goals.	Repetition of familiar topics and unmet learning needs.
Career Exploration	Limited workplace exposure during online training.	Difficulty making informed career decisions.
Program Outcomes	Limited public information about participant results.	Reduced visibility of program achievements.

Overall Assessment

The observations suggest that clearer communication, more flexible learning options, and greater attention to individual career goals could improve the participant experience.

These findings identify areas for further evaluation and do not establish shortcomings across the entire YESS Program.

04 / Learning content review

The Skills Training component covers essential employment-related topics, including financial literacy, workplace communication, resume preparation, interview skills, and certification courses.

However, participants have different educational backgrounds, existing skills, and career goals. Assessing individual needs before training could help identify the most relevant learning activities and reduce unnecessary repetition.

Opportunities for More Personalized Learning

Learning Area	Suggested Assessment	Recommended Approach
Resume & Cover Letter	Review existing documents or ask participants to prepare a sample.	Offer introductory or advanced support based on individual needs.
Interview Preparation	Assess confidence, previous experience, and communication skills.	Provide practical interviews with individual feedback.
Financial Literacy	Use a short questionnaire to assess existing financial knowledge.	Offer different levels of instruction or alternative learning activities.
Certification Courses	Review each participant's career goals and employment requirements.	Prioritize certificates relevant to the participant's Action Plan.
Soft Skills	Identify specific areas where participants need further development.	Select targeted activities rather than repeating familiar material.
Language Support	Ask participants about language barriers and preferred learning methods.	Provide additional learning resources, conversation practice, or referrals to language instructors.

Professional Assessment

A combination of core training modules and individually selected activities could improve learning relevance without requiring separate programs for each participant.

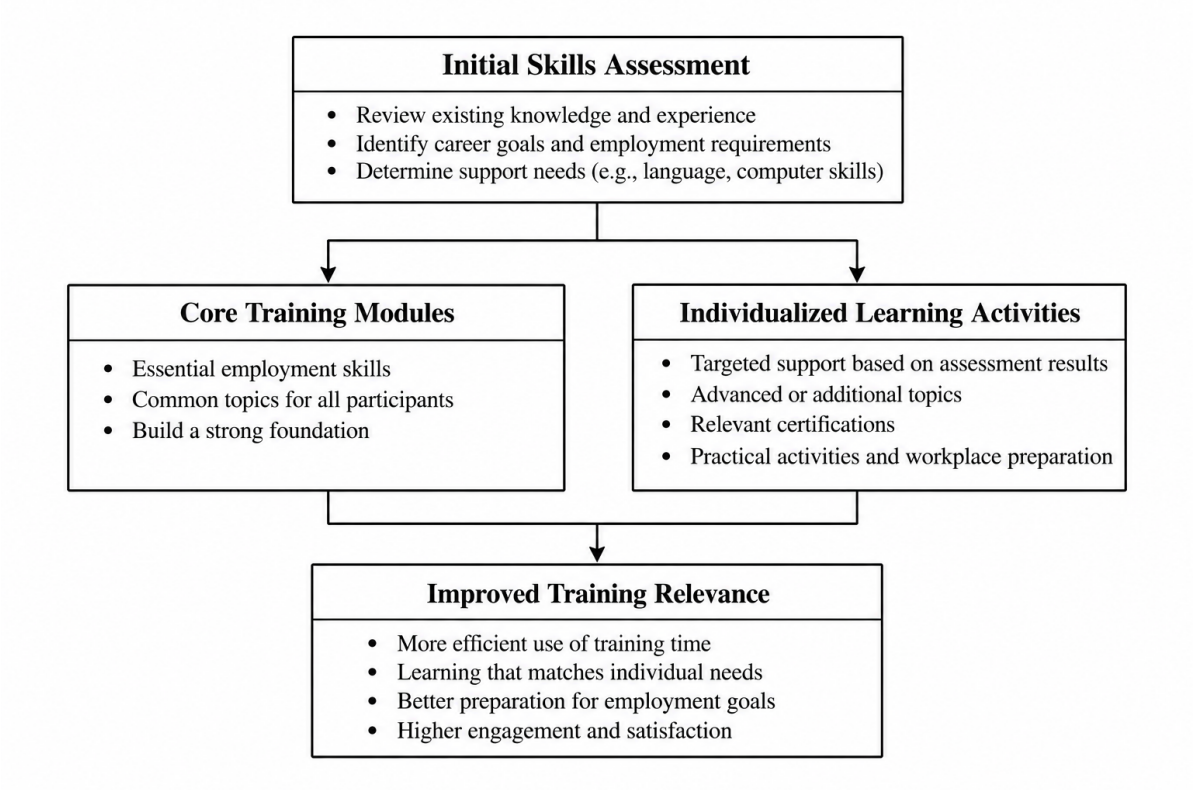
Participants with existing knowledge could focus on practical experience, advanced skills, or certifications aligned with their employment goals. This approach may improve the use of training time while maintaining a consistent program structure.

Positive Observations

Certification courses were among the most valuable elements of the program because they provide practical qualifications that participants may use when applying for jobs.

Regular participation in English-language online sessions also provided useful listening practice. This was a noticeable personal benefit of the six-week experience.

These strengths could be developed further by connecting certification choices, learning activities, and additional support more closely to each participant's career goals.



05 / What Worked and Staff Feedback

To provide a more balanced assessment, participant observations were considered alongside information shared by YESS program staff. This comparison helped identify areas where additional investigation may be useful.

Staff Perspective

According to information shared by program staff, the current training group experienced unusual challenges with attendance, punctuality, participation, and withdrawals compared with previous groups.

Staff also described existing monitoring practices, including monthly and quarterly reporting, electronic participant records, and follow-up conducted by Service Canada.

These observations provide additional context but do not establish the causes of participation difficulties.

Comparison of Perspectives

Area	Participant Observations	Staff Feedback
Engagement	More interactive activities and practical employer contact could encourage participation.	The current group was unusually quiet during online sessions.
Attendance	Greater flexibility and individual support may help participants facing different circumstances.	Punctuality and withdrawals were challenges in this cohort.
Training Structure	Initial skills assessment could help match activities to individual needs.	No specific changes to the training structure were confirmed in the correspondence.
Program Results	More publicly available success stories could help demonstrate the value of the program.	Internal reporting and funder monitoring processes are already in place.

Interpretation

The comparison suggests that participant engagement deserves further investigation. Confidential feedback could help identify possible barriers related to scheduling, language, confidence, or learning preferences.

Existing reporting practices should also be considered before proposing additional evaluation procedures. Any public sharing of participant outcomes would require appropriate consent and privacy safeguards.

06 / Findings and Recommendations

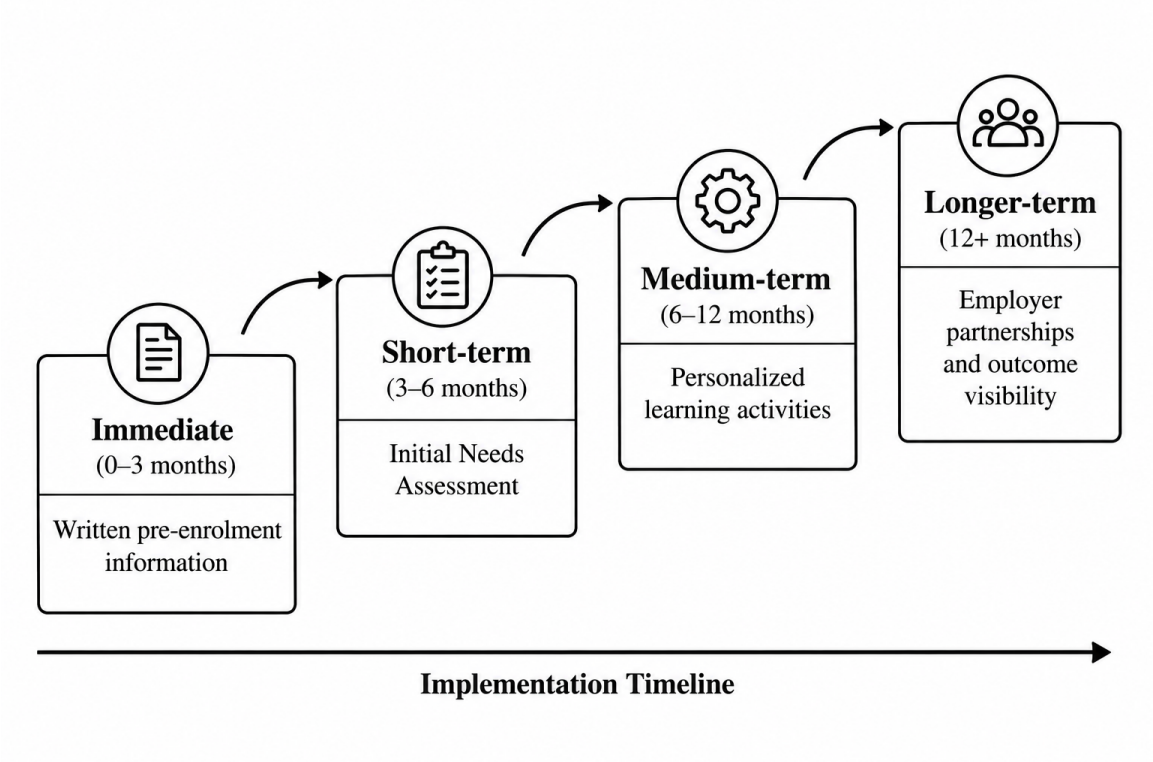
Based on the findings, seven practical improvements are proposed to strengthen training accessibility, relevance, and participant engagement within the existing YESS Program structure.

Area for Improvement	Proposed Recommendation	Expected Benefit
Program Communication	Provide a clear information package before enrolment, including the program schedule, participation requirements, financial support details, and contact information. Offer written communication as an alternative to phone calls.	Better understanding of program expectations, fewer misunderstandings, and improved accessibility.
Individual Needs Assessment	Introduce a short questionnaire before training to identify existing skills, educational background, employment goals, and areas where additional support is needed.	More relevant learning activities and better use of training time.
Learning Materials	Offer participants a choice between digital and printed materials. Provide an organized learning guide with module descriptions, schedules, and assignments.	Easier access to resources, improved organization, and reduced unnecessary printing.
Training Personalization	Combine essential core modules with optional activities and certification courses selected according to individual Action Plans.	Less repetition of familiar material and greater relevance to employment goals.
Career Exploration	Develop partnerships with local employers to offer workplace visits, informational interviews, job shadowing, or short practical experiences where feasible.	Better understanding of different occupations and more informed career decisions.
Participant Engagement	Include practical group activities, individual check-ins, and opportunities to provide feedback about barriers to participation.	More opportunities for interaction and earlier identification of support needs.
Program Outcomes	Share anonymized program results and voluntary participant success stories, with appropriate consent and privacy protections.	Greater public visibility of program achievements and clearer examples of participant progress.

Overall Recommendation

The highest priority is introducing a brief Initial Needs Assessment before training begins. A structured questionnaire could identify participants' existing skills, educational backgrounds, employment goals, and areas requiring additional support.

The results could help staff adapt selected learning activities while maintaining the program's core structure. This approach would require relatively limited changes and could be evaluated through participant feedback and training relevance ratings.



07 / Measuring Program Effectiveness

Program effectiveness can be assessed through changes in participants' skills, confidence, engagement, and progress toward employment or education goals.

Initial and final questionnaires, combined with existing program records, could provide useful evidence of participant development and identify opportunities for continuous improvement.

Suggested Performance Indicators

Indicator	What It Measures	Suggested Method
Training Relevance	Alignment with career goals	Participant survey
Skills Development	Changes in skills and confidence	Pre/post assessment
Participant Engagement	Attendance and participation barriers	Records and feedback
Career Exploration	Exposure to occupations and employers	Activity tracking
Employment Readiness	Confidence in job applications and interviews	Self-assessment
Participant Outcomes	Progress toward employment or education	Follow-up records
Participant Satisfaction	Overall experience and suggestions	Final survey

Professional Assessment

These indicators could complement existing reporting practices by providing a clearer picture of participants' learning experiences and progress.

Comparing initial and final assessments may help identify changes during training, while follow-up information could provide insight into longer-term outcomes. Results should be reviewed collectively and interpreted with consideration of individual circumstances.



08 / Pre-Program Needs Assessment Questionnaire

Proposed questionnaire for participants before starting Skills Training

Purpose: To better understand each participant's experience, career goals, learning preferences, and support needs. Responses could help staff select appropriate learning activities and identify where additional assistance may be useful.

A. Career Goals and Experience

1. What is your main goal for joining the program?

   ☐ Find employment
   ☐ Explore career options
   ☐ Continue education or training
   ☐ Improve employment-related skills
   ☐ Other: _____

2. Which occupations or industries are you interested in? Please list up to three.

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3. Do you have previous work or volunteer experience?

   ☐ Yes ☐ No

   If yes, briefly describe your experience.

4. What education, training, or professional certificates have you already completed?

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5. Which skills would you most like to develop during the program?

B. Employment Preparation

6. Do you currently have an updated resume?

   ☐ Yes ☐ Needs improvement ☐ No

7. Do you have experience writing cover letters?

   ☐ Yes ☐ Some experience ☐ No

8. How confident do you feel attending a job interview?

1 — Not confident at all
2 — Slightly confident
3 — Moderately confident
4 — Confident
5 — Very confident

9. Have you previously applied for jobs in Canada?

☐ Yes ☐ No

10. What is currently your biggest challenge in finding employment?

C. Learning Needs and Preferences

11. Which areas would you like additional support with? Select all that apply.

☐ Resume and cover letter preparation
☐ Interview skills
☐ Workplace communication
☐ Financial literacy
☐ Digital and computer skills
☐ English-language development
☐ Professional certifications
☐ Career exploration
☐ Other: _____

12. Which learning format works best for you?

☐ Printed materials
☐ Digital materials
☐ Both

13. What type of learning activities do you find most useful?

☐ Independent reading
☐ Instructor-led lessons
☐ Practical exercises
☐ Group discussions
☐ Individual support
☐ Workplace experience

14. Would you be interested in visiting a workplace, speaking with an employer, or participating in job shadowing?

☐ Yes ☐ Maybe ☐ No

D. Communication and Support

15. How would you prefer to receive important program information?

    ☐ Email
    ☐ Telephone
    ☐ Text message
    ☐ Scheduled individual meeting

16. Are there any accessibility, scheduling, language, or other support needs you would like program staff to consider?

    Optional. Please share only information you are comfortable providing.

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17. What would make this program successful for you personally?

Confidentiality note: Responses should be used only for appropriate program planning and support, with clear information about access, retention, and privacy. Sensitive questions should remain optional.

09 / Post-Program Evaluation Questionnaire DRAFT

Proposed questionnaire for participants completing the Skills Training component

Purpose: To evaluate participants' learning experiences, identify changes in employment readiness, and collect feedback that could help improve future training sessions.

A. Learning Experience

1. How useful was the program in helping you work toward your original career or education goals?

1 — Not useful at all | 2 — Slightly useful | 3 — Moderately useful | 4 — Useful | 5 — Very useful

2. Which training modules or activities were most valuable to you, and why?

3. Were there any topics that repeated knowledge or skills you already had?

☐ Yes ☐ No ☐ Not sure

If yes, please specify.

4. How relevant were the training activities to your individual needs?

1 — Not relevant | 2 — Slightly relevant | 3 — Moderately relevant | 4 — Relevant | 5 — Very relevant

B. Communication and Support

5. How clearly were the program schedule, expectations, and financial support arrangements explained?

1 — Not clearly | 2 — Slightly clearly | 3 — Moderately clearly | 4 — Clearly | 5 — Very clearly

6. Did the learning materials and their format meet your needs?

☐ Yes ☐ Partly ☐ No

What could be improved?

7. Did you receive enough individual support during the program?

☐ Yes ☐ Partly ☐ No ☐ I did not need additional support

8. Were there any barriers that affected your attendance or participation?

☐ Scheduling conflicts
☐ Personal responsibilities
☐ Language difficulties
☐ Technical difficulties
☐ Learning format
☐ Other
☐ Prefer not to answer

C. Skills and Employment Readiness

9. How confident do you feel attending a job interview now?

1 — Not confident at all | 2 — Slightly confident | 3 — Moderately confident | 4 — Confident | 5 — Very confident

10. Which skills have you improved during the program?

☐ Resume and cover letter preparation
☐ Interview skills
☐ Workplace communication
☐ Financial literacy
☐ Digital skills
☐ English-language communication
☐ Other
☐ No noticeable improvement

11. Did you complete any certifications or have opportunities to interact with employers during the program?

Please specify.

12. What progress have you made toward your original goal?

☐ Found employment
☐ Started or applied for further education
☐ Completed relevant certifications
☐ Improved job-search readiness
☐ Clarified career interests
☐ Still working toward my goal
☐ Other

D. Overall Feedback

13. What was the most valuable part of the program?

14. What would you change to make the program more useful for future participants?

15. What support, if any, would you still benefit from after completing the program?

10 / Participant Feedback and Success Stories

Participant feedback can provide valuable insights into the practical impact of YESS Skills Training. While existing reporting systems track program outcomes, voluntary personal stories could help illustrate individual progress, challenges, and achievements.

Collecting feedback in different formats would also allow participants to share their experiences according to their communication preferences.

Suggested Feedback Options

Format	Purpose
Written Feedback	Allows participants to reflect privately and respond at their own pace.
Audio Interview	Provides an opportunity to describe experiences without appearing on camera.
Video Interview	Allows participants who are comfortable being recorded to share their experiences.
Anonymous Feedback	Encourages participants to share opinions without public identification.

Suggested Interview Questions

1. What motivated you to join the YESS Program?
2. What were your main employment or education goals?
3. Which training activities or support were most helpful?
4. What challenges did you experience during the program?
5. What progress have you made toward your goals?
6. What would you recommend improving for future participants?

Using Participant Feedback

Participant stories could demonstrate progress in employment, education, professional certification, communication skills, and career confidence.

Feedback from participants who did not achieve their original goals should also be considered, as it may reveal barriers or unmet support needs.

Participation should remain voluntary, with separate consent required for publishing personal stories, photographs, or recordings.

***Interpretation of Outcomes

The limited public visibility of participant outcomes should not be interpreted as evidence of poor program performance. Combining existing outcome data with voluntary participant feedback could provide a more complete understanding of program effectiveness, including achievements, challenges, and opportunities for improvement.

11 / Professional Conclusion

The six-week online Skills Training component of the YESS Program provides valuable opportunities for young people with different educational backgrounds, work experience, and career goals. Certification courses, employment preparation, and communication skills development are important strengths of the program.

This review identified opportunities to improve pre-enrolment communication, access to learning materials, individualization of training, and practical career exploration.

The primary recommendation is to introduce a structured Initial Needs Assessment before training begins. Understanding participants' existing skills, experience, and goals could help staff select more relevant activities, reduce unnecessary repetition, and provide appropriate levels of individual support.

Staff feedback also highlighted attendance and participation challenges within the current cohort. Further confidential participant feedback could help identify contributing factors and inform appropriate improvements.

From a service quality perspective, a stronger connection between participant needs, training delivery, and measurable outcomes could support continuous improvement and more effective use of program resources.

This independent, participant-based review does not constitute a formal audit or an evaluation of overall program performance. Its recommendations are intended to support constructive discussion and potential improvements to the participant experience.

Ultimately, the quality of training should be reflected not only in the activities delivered, but also in how effectively those activities respond to individual needs and support meaningful progress toward employment or education.

References

Official and Professional Sources

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International Organization for Standardization. (2018). *ISO 19011:2018 — Guidelines for auditing management systems.*

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Primary Sources

Author's direct participation in the six-week YESS Skills Training component (2026).

Informal communication and feedback from program staff (2026).

Training materials and program information provided to participants during Skills Training (2026).

Note: This review applies selected service quality and continuous improvement concepts as analytical references. It does not represent an ISO-certified assessment or a formal audit of the YESS Program.