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ENHANCING THE WOMEN IN SETT
LEADERSHIP PROGRAM IN NL

Winsett
Centre

Canadian Centre for Women in
Science, Engineering, Trades and Technology

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Enhancing the Women in SETT Leadership Program in Newfoundland and Labrador is a research project led by Women in Science, Engineering, Trades and Technology (WinSETT) 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.

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Executive Summary

Enhancing the Women in SETT¹ Leadership Program in Newfoundland and Labrador is a research project led by Canadian Centre for Women in Science, Engineering, Trades, and Technology (WinSETT) and is funded by the NL Workforce Innovation Centre (NLWIC). This NLWIC research project engaged WinSETT's existing personnel, network, and supporters. The multidisciplinary and inter-connected project team was the reason for the NLWIC project's success.

WinSETT's Leadership Program (LP) which is comprised of a series of six (6) in-person professional development workshops for emerging leaders tailored to early and mid-career women in SETT was under investigation. The two main questions that guided the research project were:

1. *What impact has the WinSETT Leadership Program had on the women in NL² who have taken the program and on their organizations? and,*
2. *Is it possible to make WinSETT's Leadership Program more effective and accessible to NL women in remote and/or isolated SETT workplaces through the delivery of a series of online events (i.e., webinars)?*

The project was split into two main deliverables, or phases; the Leadership Program (LP)³ Evaluation Phase, and the development of Online Skill Builders (OSB) Phase. The Program Evaluation Phase included an Environmental Scan, the Leadership Program Evaluation, and the in-person Leadership Program Content Update. Whereas, the development of Online Skill Builders (OSB) Phase which involved converting WinSETT's in-person Leadership Program content to online delivery, also included an Environmental Scan, as well as, the Conversion of the Online Skill Builders, and the WinSETT Website Update.

The findings of the Program Evaluation were used to update the curriculum of WinSETT's Leadership Program and led to the development of a rubric which will continued to be used in the future as WINSETT endeavors to regularly evaluate and update the content of the Leadership Program.

The development of the Online Skill Builders (OSB) Phase highlighted the importance of following WinSETT's **six (6) fundamental guiding principles of design**. It is recommended that WinSETT's online sessions are designed to replicate the same guiding principles WinSETT is recognized for in the success of WinSETT's in-person workshops. Overall, online programming needs to be as close to an in-person experience as possible with the tenants of being *interactive, professionally facilitated live, and based on lived experience*.

The original proposal was to convert five (5) in-person skill builders to online delivery. As a result of creativity and efficiencies from the WinSETT team, twelve (12) online skill builders were developed utilizing the original funding. WinSETT realized that if the OSBs were going to be successful, they would have to mirror the values WinSETT held for its in-person workshops and the project team paid careful attention to ensure the project results were financially sustainable, increased accessibility, were

¹ Science, Engineering, Trades, and Technology (SETT)

² Newfoundland and Labrador (NL)

³ WinSETT's Leadership Program (LP) is comprised of a series of six (6) in-person professional development workshops for emerging leaders tailored to early and mid-career female SETT professionals and the people with whom they work.

consistent to WinSETT's brand which includes workshops that are interactive, reflective, engaging, supportive, inclusive, competency based, gender-focused, and provides continuing education credits for credentialed participants. Along with a focus on maintaining ownership of Intellectual Property and ensuring the information and experience created in the OSB were a benefit to WinSETT's sponsors.

Updating WinSETT's website was not part of the original proposal. However, WinSETT was again able to redirect funds with the approval of NLWIC to build www.WinSETT.ca, which functions both as an information resource and an interactive registration portal for participants.

The funding from NLWIC was enormously helpful to WinSETT and has left a legacy that now includes best practice data, recommendations for future impact, new online program content, expanded capacity in the WinSETT team, updated in-person Leadership workshop content, a functional website and as an added bonus increased sustainability for future initiatives.

The project also had **impact** on WinSETT's network where 237 participants attended the 12 Online Pilots. All Pilots were favourably evaluated and included engagement from NL organizations such as IOCC, NARL, NF Power, NL Hydro, Mun Engineering and PEGNL. The lasting impact resulted from participants committing to taking action on the topics they learned about in the various Skill Builders. The impact summarized visually is as follows:



In summary, the NLWIC funding enabled WinSETT to stay relevant and connected to our audience and actively engage with our network, especially during a pandemic when options for in-person gathering were extremely limited. As a result of the work done as a part of the NLWIC project, WinSETT gained many insights that will benefit the organization in the years to come. Some key insights were the benefits of having external subject matter experts reviewing the work throughout the project, and having the opportunity to build capacity of WinSETT's internal team throughout the process which will save resources on future projects. The team recognized how important program evaluation is and that WinSETT would benefit from a regular evaluation schedule of its activities to link to its strategic plan and stay relevant to our audience, now equipped with rubrics for doing just that.

While this project continued WinSETT's legacy of providing excellent programming, that is effective in retention and leadership of women in SETT, the team also learned that WinSETT can never have the impact and reach it strives for without the ability to spread WinSETT's message and value proposition through effective and ongoing marketing.

In closing, the WinSETT team is very grateful for the many opportunities for learning and program improvement that were provided by the NLWIC funding of this project.

1 Background

Enhancing the Women in SETT⁴ Leadership Program in Newfoundland and Labrador is a research project led by Canadian Centre for Women in Science, Engineering, Trades, and Technology (WinSETT) and is funded by the NL Workforce Innovation Centre (NLWIC).

Under investigation was WinSETT's Leadership Program (LP) which is comprised of a series of six (6) in-person professional development workshops for emerging leaders tailored to early and mid-career female engineering, science, trades, and technology (SETT) professionals and the people with whom they work. Graduate students and senior undergraduates have also benefited from the LP.

WinSETT's in-person Leadership Program Workshops and Special Topics⁵ were developed over a period of 10 years by professionals based on the experiences of women in SETT and grounded in research and practices that work.

Prior to this project's funding WinSETT's Women in SETT Leadership Program had never been formally evaluated. WinSETT collected and stored feedback and contact information data from participants, however, until now a lack of resources prevented a proper impact assessment and evaluation using that data. WinSETT collected and stored eight (8) years of participants data (between 2010 – 2018) from workshop deliveries in NL from an estimated 400 women in a variety of workplaces throughout the province.

Over the years WinSETT has fielded many requests for the Leadership Program to include an online option, such as webinars. Previously, WinSETT never had the resources to design, develop, pilot, and evaluate whether online is an effective format for the delivery of the Special Topics.

1.1 Project Research Questions

WinSETT's research on this project was guided by two questions:

1. *What impact has the WinSETT Leadership Program had on the women in NL⁶ who have taken the program and on their organizations?*
2. *Is it possible to make WinSETT's Leadership Program more effective and accessible to NL women in remote and/or isolated SETT workplaces through the delivery of a series of online events (i.e., webinars)?*

A Literature Review and an Environmental Scan provided valuable information on new trends, best practices, and relevance of the methods and information currently provided in the LP workshops and special topics.

1.2 Project Team: Roles & Responsibilities

WinSETT manages and delivers initiatives through the work of volunteer Board members and contracted staff. WinSETT's work is also supported by alumna, sponsors, and stakeholder organizations. This NLWIC research project engaged WinSETT's existing personnel, network, and supporters as outlined below:

⁴ Science, Engineering, Trades, and Technology (SETT)

⁵ Special Topics were a part of the WinSETT Leadership Program for women in SETT. These in-person interactive sessions examined one specific aspect of the full-day workshops in a shorter amount of time (60 - 120 minutes).

⁶ Newfoundland and Labrador (NL)

- **Project Director** role was filled by the WinSETT Leadership Program Coordinator.
- **Project Coordinator** role was filled by three (3) people over the life of the project which caused some disruption and time lags during the transitions. The WinSETT Leadership Program Coordinator was the **project manager** for the majority of the project.
- **WinSETT Board**, mainly the Treasurer and the Board Leadership subcommittee, were active participants in the management and accountability of the NLWIC project. At each Board meeting the Project Coordinator provided a written and verbal report, including updates on project activities, challenges, and accomplishments.
- **Project Advisory Committee (PAC)** was set up at the beginning of the project. Members, including a WinSETT board member, were experts in the fields of online learning, program evaluation, and leadership programming for Women in SETT. The PAC met monthly throughout the life of the project and supported the project in their areas of expertise. The PAC served as a sounding board for the Project Coordinator, as needed. To show appreciation, the PAC members received an honourarium of \$100/month.
- **WinSETT Facilitators** were contracted to provide the content, delivery, and graphic design expertise for each of the new online skill builders.
- **Online Learning Experts (OLE)** were contracted to work with WinSETT's team to change the delivery model and format from in-person to online. The expertise of the OLEs provided invaluable tools, tips, and strategies for how to design, develop, and deliver content to an online audience so it has a high impact, shaping WinSETT's values and culture around online learning.
- **WinSETT Administrator** supported the project in many ways, such as, preparing and tracking invoices and monitoring legal requirements.
- **WinSETT Corporate Sponsors**, based in NL, supported the WinSETT's pilot deliveries. The Corporate Sponsors recruited participants and provided invaluable feedback for the pilots, increasing the impact of the Online Skill Builders (OSBs)⁷.
- **Environmental Scan Firms** were independently contracted to conduct the environmental scans that provided insight and knowledge of the operating environment and trends which may impact WinSETT in the near future. These insights have been integrated into WinSETT's strategic and operational planning beyond the activities of this NLWIC project.
- **Evaluation Firm** was contracted to complete the evaluation of WinSETT's Leadership Program in NL. The firm worked diligently and collaboratively with the project team through several obstacles, such as; conducting an evaluation in the midst of a pandemic resulting in delays to in-person discussions and focus groups and/or moving those discussions online, conducting a summative evaluation which is often more difficult than formative, and accessing participants who did not have recent interaction with the program resulting in lower than ideal participant engagement. Despite these obstacles, the evaluation results have been helpful in designing the OSBs and other WinSETT activities.

The multidisciplinary and inter-connected project team was the reason for the NLWIC project's success.

2 Deliverables

The NLWIC project was comprised of two main deliverables, or phases, as follows:

⁷ Online Skill Builder (OSB) workshops were designed for a duration of 90-minutes, for an all-genders audience.

1. the Leadership Program (LP)⁸ Evaluation, and
2. the development of Online Skill Builders (OSB).

All other deliverables were within these two categories.

2.1 Program Evaluation Phase Overview

The Program Evaluation phase included:

1. an Environmental Scan,
2. the Leadership Program Evaluation, and
3. the in-person Leadership Program Content Update.

2.1.1 Environmental Scan

The Leadership Program Evaluation was preceded by the completion of an environmental scan and Jurisdictional Review of organizations and initiatives similar to WinSETT in mission, mandate, operations, scope etc. The primary geographic scope was Canada with the US, Australia, and Europe as the secondary geographic scope. The final report has been provided to NLWIC.

Three lenses were applied to the scan to select organizations to be included in the review as detailed below.

- 1) Organizations offering *workshops*⁹ to empower and develop (“*working on the women*”), including:
 - a. women working for SETT companies, and
 - b. women with SETT backgrounds

to reach leadership positions and/or reach their leadership potential, at early to mid-career stage.

- 2) Organizations aiming to transform workplaces and societal norms (“*working on the system*”), including:
 - a. companies actively aiming to hire or retain more SETT women, and
 - b. reports or resources aimed at companies wanting to employ or retain more women by changing their policies, procedures, culture, routine practices or any other means to remove barriers to women advancing in leadership positions. This lens yielded eleven (11) different results in the Long List stage.
- 3) “*Women in*” groups. These are advocacy, membership, or special interest groups that cultivate opportunities for women in specific sub-fields (mostly SETT-related) including networking, access to role models, and other resources. Their offerings may correspond to or overlap with the first two search lens. This lens yielded twenty-six (26) different results in the Long List stage.

The environmental scan presented WinSETT with a number of recommendations as summarized in italics below.

⁸ WinSETT’s Leadership Program (LP) is comprised of a series of six (6) in-person professional development workshops for emerging leaders tailored to early and mid-career female SETT professionals and the people with whom they work.

⁹ For the purposes of this environment scan, workshops are defined as formal, repeatable, classroom-based activities aimed to develop leadership skills and/or career advancement for women only.

- 1) *Grab the Spotlight*
 - *Publish thought leadership pieces like benchmarking study – or leverage [their study](#)¹⁰ to uncover key opportunities.*
- 2) *Create Community*
 - *Recognize and engage communities of Diversity and Inclusion (D&I) practitioners.*
- 3) *Money Makes the World Go Around*
 - *Consider new revenue sources (such as selling advertising space in WinSETT publications).*
- 4) *Keep 'em Coming Back*
 - *Combine leadership content with emerging technical skills and updates to keep audiences coming back. Create a 'garden path' of content for participants (on which 6 workshops are first steps)*
- 5) *Find the Energy*
 - *Tap into grassroots enthusiasm for the topic*
- 6) *Get on the Train*
 - *Partner with industry associations to recognize their active women (as part of existing formal awards ceremonies) under WinSETT's brand.*
- 7) *Call to Action*
 - *Create a broad, bold, metric-based, tangible call to action for Women in SETT, and solicit support from partners, the general public and like-minded organizations. Measure progress and issue periodic updates, positioning WinSETT as an authority in measuring, and a leader in driving this evolution.*
- 8) *Represent the Heritage*
 - *Tap into historical examples and role models for women in all 4 pillars of SETT (think Rosie the Riveter) especially those not well-promoted by other organizations.*
- 9) *Niche by SETT Pillar*
 - *Build upon the current WinSETT offerings on Allyship and Micro-aggressions to address specific issues by SETT workplace directly and fearlessly (tailored by workplace type, to include extreme situations like violence to the more subtle).*

2.1.2 Program Evaluation

The Program Evaluation itself was conducted by an external company (DIGG Insights over a one-year period from December 2019 to December 2020. The evaluation examined the following four (4) core questions:

- 1) Determine the impact the WinSETT Leadership Program has had on **women** in NL who have taken the program;
- 2) Determine the impact the WinSETT Leadership Program has had on the **workplace** of women who have taken the program;
- 3) Ensure the program is being **delivered** effectively and efficiently; and
- 4) Recommend ways the program can be **improved** for future deliveries.

The final report included valuable insights and tools for the WinSETT Centre, including:

¹⁰ See Chart for WinSETT Env Scan document in appendix for source.

- 1) Program **Logic Model**;
- 2) **Key findings** organized according to the program's relevance, design and delivery, and outcomes achieved; and
- 3) **Recommendations** for the WinSETT Centre further delivery of the program based on the findings.

The full evaluation report has been shared with NLWIC. For the purposes of this final report, only the concluding and summary recommendations are included below in italics. All have been taken into consideration by the WinSETT Board for operational and strategic planning.

Since 2014, the WinSETT Leadership Program has been delivered in St. John's four (4) times, with fifteen (15) special topics and workshops, to 403 women in the SETT field. Through this training, WinSETT has been successful in helping to improve the confidence and leadership capacity of women, with a lesser-known impact on organizations.

Due to the success of WinSETT's Leadership Program in St. John's there were seven (7) recommendations for WinSETT to consider that may enhance the future Leadership Program delivery as outlined below.

WinSETT should explore...

1. the **Marketing of the Leadership Program**: there is opportunity for WinSETT to market the program to larger organizations as a supplementary program to for their organization's internal leadership and as a standalone program for smaller organizations.
2. **Alternative Program Delivery Models**: including online or hybrid programs to increase the reach and accessibility of the program across NL.
3. **Additional Programming**: including how women can apply the skills learned in the program and/or offering a mixed-gender program to increase allyship in the SETT field to continue to meet the needs of the industry.
4. **Reviewing the Leadership Network¹¹**: as participants desire greater in-person support post-program.
5. **Increasing Engagement through Marketing**: marketing efforts should be targeted to senior leadership through the development of a business case for the Leadership Program specifically, encouraging organizations to commit funding annually for continuous enrollment.
6. **Supporting Employers**: considerations should be given to how WinSETT can support employers to continue their employee's leadership journey (e.g., resources, support).



Figure 1 Participant feedback in the Evaluation

¹¹ Women in SETT Leadership Network is an online community of SETT women across the country giving members access to articles, tips, and strategies, commentary.

7. Increased Outcome Tracking: increase engagement and ties with participants and/or employers to track the achievement of outcomes as career advancement in SETT fields is a longer-term goal.

2.1.3 Leadership Program Content Update

The findings of the Program Evaluation were used to update the curriculum of WinSETT's Leadership Program's six (6) in-person, full-day workshops. A rubric was developed for this phase and will continue to be used in the future as WINSETT regularly evaluates and updates the content of the Leadership Program. The update focused on answering the following questions for each workshop:

- Is the topic current and relevant to our audience today?
 - *If not, replace with more relevant content or an alternative topic or learning objective. (i.e., changes due to COVID or other updates, disruptions, and changes.)*
- Is the data provided in graphs, charts, statistics, etc. current?
 - *If not, update with more current data and/or update references*
- Are all PowerPoint slide notes updated, current, and useful (i.e., a reasonable length and relevant) to the facilitator presenting the workshop?
 - *If not, delete all unnecessary text and write relevant and useful replacement notes*
- Does the engagement material (i.e., activities, exercises, components, worksheets) support the learning outcomes and objectives? Evaluate if there is a better way to get the learning objectives accomplished.
 - *If not, develop a suitable alternative form of engagement (or update and/or replace learning objective to be more aligned with the learning outcomes)*
- Does the presentation contain just the right amount and level of “need to know” content for the time allotted?
 - *If not, reduce the “nice to know” content to focus on the “need to know” content.*
- Will participants leave feeling the learning was meaningful to them and that they are a part of a larger community (i.e., feeling empowered, seen, inspired, etc.). Evaluate if the learning objectives and methods are teaching them to internalize systemic issues or raising awareness and/or providing means to transform it?
- Review content for Equity, Diversity and Inclusion (EDI), including Anti-racism and/or Reconciliation and Accessibility, evaluating:
 - Does the presentation represent the full diversity of our participants including all four pillars of SETT, race, physical ability, sexual orientation etc.?
 - Does the presentation emphasize systemic factors before individual approaches?
 - *If not, update messaging and reference WinSETT's programs for decision-makers*
 - Do the learning assets (i.e., slide, exercise, activity, element) align with the principles of the manifest?
 - *If not, update to more inclusive more aligned content.*
 - Do the engagement exercises and activities need to be updated to incorporate a harm reduction approach?
 - *If so, recommend appropriate updates and/or alternative exercises and activities*
- Review graphics, formatting, and templates for consistency, evaluating:

- Does the presentation consider best practices for visual design and contain clear, consistent, clean, and non-distracting visual elements that are effective at conveying the intended message within WinSETT's Brand?
 - *If not, update with more suitable images/graphics, use more white space, reduce clutter and consult the WinSETT templates for consistency and guidance.*
- Does the presentation use WinSETT templates and contain legible font sizes, adequate contrast, minimal text, and otherwise visually effective slides?
- Does the presentation contain the most updated standardized WinSETT templates for slides and have a consistent introduction and wrap-up slides?
 - *If not, replace with updated versions of the most current templates available.*

2.2 Development of Online Skill Builders (OSB) Overview

The development of the Online Skill Builders (OSB) involved converting WinSETT's in-person Leadership Program content to be suitable for online delivery. The Online Skill Builder's phase included:

1. an Environmental Scan,
2. the Conversion of the Online Skill Builders, and
3. the WinSETT Website Update.

2.2.1 Environmental Scan

After WinSETT received funding from the Newfoundland and Labrador Workplace Innovation Centre (NLWIC) to create up to five (5) webinars, it was determined that an environmental scan was required as the first step. The Environmental Scan was to provide direction on how best to utilize the funding and our existing capacity for the most impactful creation of the webinars. Designing and developing the new online content for the webinars required an understanding of what online learning model would be most sustainable for WinSETT to embrace. Sustainable in terms of WinSETT's human and financial capital to continue offering online learning after the funding from NLWIC has finished.

The environmental scan reviewed business models, principles, platforms and experiences. It was a crucial piece to developing **WinSETT's core values of online learning**, which included the following:

- **Financially Sustainable.** Ensuring Revenue and Expenses from online learning balance (net zero or make a profit). During the development of the online learning with the NLWIC project funding, WinSETT will ensure that once that funding has been utilized the program can be continued. *For example, it doesn't make sense to develop five (5) webinars at a cost \$25,000 each when it is very unlikely to secure future funding at the level.*
- **More Accessible.** Women in SETT who both can or cannot access WinSETT's in-person events, have an alternative online option broadening learning access through online events.
 - *Timing:* live webinars should be after hours for those on shift work, as well as during regular business hours for those geographically remote, and can take time during the work day.
 - *Cost:* the investment (fee) should be reasonable and reflective of the value. If a full in-person workshop costs \$239 for working people and \$119 for students and unemployed; a much shorter webinar should cost no more than ¼ of that: \$60/\$30.

- *Platform*: the online platform for WinSETT online learning events should work across as many different operating environments as possible (i.e., mobile device, slower internet, etc.)
- **Consistent**. Stay authentic to and consistent with the in-person Leadership Program Brand which includes workshops that are interactive, reflective, engaging, supportive, inclusive, competency based, gender-focused, and provides continuing education credits for credentialed participants.
- **Maintain Ownership of Intellectual Property**. Even when WinSETT partners with other organizations.
- **A Benefit to Sponsors**. Credits for online learning events could be a part of sponsorship packages.

The environmental scan for WinSETT's online learning strategy resulted in the following nine (9) recommendations:

1. WinSETT's in-person sessions, whether workshops or special topics, have been designed to incorporate **six (6) fundamental guiding principles**. It is recommended that WinSETT's online sessions are designed to replicate the same guiding principles, outlined below:
 - I. Focus on the experiences and challenges of Canadian Women in SETT and the men who work with them.
 - II. Be professionally facilitated by women who have had SETT careers or careers which support and promote women in SETT.
 - III. Provide networking opportunities – creating an environment where participants get to know each other and appreciate they are not alone.
 - IV. Create a variety of opportunities to share experiences and learn from each other.
 - V. Build leadership skills that early career people value
 - VI. Share tools, tips, and strategies for participants to use and share with their teams and colleagues.
2. The online model must be sustainable by WinSETT once the NLWIC funding has ceased, including the creation of other online learning opportunities
3. The online platform most readily accessible and widely available to WinSETT and WinSETT participants is Zoom.
4. Endeavor to protect privacy as possible. Online privacy is tricky. Chats can be saved; screenshots can be taken, multiple people can be at a site and sessions can be externally recorded, all without the participants or the facilitator knowing. Online privacy goes beyond ensuring email addresses are not shared without permission. It is recommended WinSETT make every effort to protect participants privacy and to raise awareness of what WinSETT cannot protect.
5. Offer WinSETT certificate of completion for the professional development hours similarly to in-person workshops (i.e., many SETT participants are required to provide proof of professional development hours per year to maintain their accreditations).
6. Partner with a variety of organizations who serve WinSETT's target audience – either for them to market to our audience or to offer WinSETT programming through their professional development channels
7. Ensure the WinSETT capacity to develop and deliver online learning is increased to the point of independence (or close to independence) by the end of the project

8. Engage online learning consultants who will work collaboratively with WinSETT’s facilitators to develop the online materials. In addition, coach the facilitators on how to effectively deliver the online learning and capture the “how tos” so any future WinSETT facilitator will be effective at online delivery.
9. Create a dedicated and separate webpage for the “WinSETT Academy” that is linked to the current WinSETT Webpage. The webpage would be managed by the National Program coordinator. The webpage should be appealing to people in their early career and easy to update and maintain.

2.2.2 Conversion to Online Skill Builders

The original proposal was to convert five (5) in-person skill builders to online delivery. As a result of creativity and efficiencies, WinSETT was able to convert twelve (12), which was a fantastic outcome for WinSETT. There were several reasons how this was accomplished:

- 1) Instead of contracting with one external online learning expert (OLE) for all of the online modules, WinSETT issued an RFP¹² for OLEs to generally to work on a “by each basis”. This was a suggestion of our Project Advisory Committee.
- 2) The RFP resulted in two (2) excellent OLEs being contracted at a lower cost per module than the original quote upon which the proposal was based.
- 3) Having two (2) OLE contractors doubled capacity, converting two (2) modules at a time, rather than one (1).
- 4) Embedded in the RFP was the requirement for the OLEs to teach our WinSETT facilitators how to convert in-person curriculum to online which was very successful. This mean the final OSBs were converted without the assistance of the OLE. It also positions WinSETT to convert more skill builders in the future without requiring an OLE.
- 5) WinSETT Facilitators were very eager to participate in the development, piloting, and polishing of the OSBs, including all of the wraparound tools and resources for each OSB.
- 6) The OLEs also taught WinSETT how to utilize the tools of ZOOM to meet our guiding principles of interaction and engagement.

The following was the Pilot schedule for the twelve (12) OSBs that were delivered to 237 participants:

OSB Topic	Pilot Delivery Date	Registered
Microaggressions	19-Aug-20	15
Unconscious Bias	27-Aug-20	23
Communications Styles	19-Sep-20	16
Negotiation	07-Oct-20	25
Leading Change	10-Nov-20	15
Difficult Conversations	12-Nov-20	22
Mentors and Sponsors	13-Jan-21	24
Navigating Politics	28-Jan-21	16
Working with Challenging People	12-Feb-21	21
Allyship	23-Feb-21	13
Self Promotion	01-Mar-21	24

¹² RFP – Request for Proposal

Respectful and Inclusive Workplaces	15-Apr-21	23
12		237

2.3 Website Update

Updating WinSETT’s website was not part of the original proposal, however, NLWIC agreed with WinSETT that it was important to update WinSETT’s website to be a learning platform supporting the OSBs and the updated Workshops. With funds not expended due to the pandemic, WinSETT was able to redirect those funds to build www.WinSETT.ca, both an information resource and an interactive registration portal for participants. WinSETT contracted an external website designer for the work.

The new Leadership Program section of the website now includes pages for:

1. Overview
2. More Information – Workshop Registration, Description & Learning Objectives
3. Workshop Topics
4. Workshop Calendar - Public and Private
5. Skill Builder Topics
6. More Information – Skill Builders Registration, Description & Learning Objectives
7. Skill Builder Calendar -Public and Private

One of the challenges with the former website was the software made it difficult to make updates without considerable technical knowledge, so each update had to be done by someone with those specific skills, either a volunteer or a contracted individual. Part of the work for the website update was to develop an instruction guide on how to make changes and updates as well as to coach WinSETT support contractors on how to make changes and updates to the website.

The website design focussed on visual engagement, consistency with WinSETT brand (colours, fonts, logos), and ease of navigation. The updated website encourages more social media engagement by enabling visitors to sign up for the WinSETT Newsletter and review frequently asked questions.

The addition of an online calendar of upcoming OSBs with links to further information and registration has been very helpful in the marketing of the Leadership Program. WinSETT decided not to develop a full registration platform; rather to stick to the use of Eventbrite for registration and payment. The consensus was that while useful, the integrated registration platform might not be sustainable.

3 Impact on WinSETT

The funding from NLWIC was enormously helpful to WinSETT. Specifically, the funding left a legacy of:

- **Best Practice Data:** Environmental and Jurisdictional Scans which provided insight into WinSETT’s operating environment and building blocks for future operational and strategic plans.
- **Recommendations:** Thorough Program Evaluation which provided recommendations for the future and data on WinSETT’s impact
- **New Program Online Content:** Twelve (12) Online Skill Builders were created and piloted, including the process to do so;
- **Expanded Capacity:** WinSETT facilitators were trained to develop and deliver this new online content and to create new online content for WinSETT into the future.

- **Updated In-person Content:** Content and design for six (6) in-person workshops was updated
- **Functional Website:** The WinSETT website was updated to be a more interactive learning platform
- **Sustainability:** WinSETT contracted staff were coached on how to update the website



Figure 2 Participants' feedback in Unconscious Bias OSB

The project also had **impact** on our learners:

- 237 Participants in the 12 Online Pilots
- All Pilots were favourably evaluated
- Invited and engaged women from NL organizations such as IOCC, NARL, NF Power, NL Hydro, Mun Engineering and PEGNL.
- Participants committed to acting on each of the Skill Builders topics



In summary, the NLWIC funding enabled WinSETT to stay relevant and connected to our audience. It was particularly timely with the pandemic when WinSETT, like most, were forced to postpone all in-person activities. WinSETT did not anticipate the pandemic when the proposal was written, but it has been a tremendous gift to our organization and the people WinSETT serves, which is very much appreciated.

4 Recommendations

The following recommendations have been shared with WinSETT as a result of the work of the NLWIC project.

1. The Project Advisory Committee (PAC) played an important role in the success of the NLWIC project. Having **external subject matter experts** reviewing the work and brainstorming ideas and workarounds was invaluable. These should be considered for all WinSETT projects.
2. Building the **capacity of our internal team** in converting to the OSBs, as well as, in making changes to the **website** was critical to our ability to accomplish so much. Capacity building of our team should always be incorporated to our projects and operations.
3. **Evaluation** is an important part of all programs and WinSETT would benefit from a regular evaluation schedule (e.g., 3 - 5 year) of its activities to link to its strategic plan. Training programs like WinSETT's Leadership Program need to be continually evolving, and regular evaluations will assist in that.
4. **Online programming** needs to uphold WinSETT's guiding principles of program design and should be as close to an in-person experience as possible (i.e., interactive, professionally facilitated, live, and based on lived experience, etc.).
5. While WinSETT has excellent programming, that is effective in retention and leadership of women in SETT, WinSETT can never have the impact it wants without the ability to spread our message and value proposition through **effective and ongoing marketing**.
6. WinSETT should look at the other side of the **workplace cultural equation** and develop programming for people who hire, manage, and employ women in SETT.

5 Knowledge Sharing

The primary key insights and learning for WinSETT that may be applicable to other organizations in any sector are found in the following sections.

5.1 Stick to our Core Values

1. Early in the project WinSETT realized that if the OSBs were going to be successful, they would have to mirror the values WinSETT held for its in-person workshops:
 - **Be Financially Sustainable**
 - **Be More Accessible**
 - **Be Consistent-** *Stay authentic to and consistent with the in-person Leadership Program Brand which includes workshops that are interactive, reflective, engaging, supportive, inclusive, competency based, gender-focused, and provides continuing education credits for credentialed participants.*
 - **Maintain Ownership of Intellectual Property.**
 - **Be of Benefit to Sponsors**

5.2 Tips For Developing Great Online Content and Delivery Models

WinSETT's in-person sessions, whether workshops or special topics, have been designed to incorporate **six (6) fundamental guiding principles**. It is recommended that WinSETT's online sessions are designed to replicate the same guiding principles, outlined below:

- I. Focus on the experiences and challenges of Canadian Women in SETT and the men who work with them.
- II. Be professionally facilitated by women who have had SETT careers or careers which support and promote women in SETT.

- III. Provide networking opportunities – creating an environment where participants get to know each other and appreciate they are not alone.
- IV. Create a variety of opportunities to share experiences and learn from each other.
- V. Build leadership skills that early career people value
- VI. Share tools, tips, and strategies for participants to use and share with their teams and colleagues.

Overall, online programming needs to be as close to an in-person experience as possible – *interactive, professionally facilitated live, and based on lived experience.*

Overall Approach – WinSETT’s Fundamental Guiding Principles of Design for OSBs

1. **Interaction and discussion** of ideas and research, not creating original ideas or research. WinSETT is integrating research and strategies and providing an opportunity for participants to “talk it out”, discussing their perspectives.
2. **Lived Experience.** Our facilitators are engaging online and great facilitators. Having facilitators that can relate to the participants is only important if they get to share that connection somehow – with a little of their own stories and anecdotes.
3. These are **not workshops**. They are short slices of the content in the full-day workshops and are not intended to replace them. Resist the temptation to provide too much content on any topic.

Delivery

1. Having a separate **moderator** ensures a smooth delivery and support for the facilitator.
2. The **more conversation and interaction** the better.

Content

1. **Grab their attention first** (with a “shocker” poll or a short video)
2. Make the **slides visually appealing** with little text
3. **Less content** overall. Assume they know a lot. Intrigue them with gems of info, not deep dives.
4. Move the funding slide to the end. Still talk about WinSETT and the Land acknowledgement up front.

Documentation

1. Send participants information in advance if they read it great. If not, they can after.
2. WinSETT utilizes PowerPoint’s slide notes to eliminate the need for a separate Facilitator Guide which captures timing, activities, tools for facilitators and moderators, all on the slide notes. It makes it much easier to update using just one document. WinSETT will develop a blank template and use this for future ones.

Orientation to Online tools

1. Tell participants what zoom tools they will need to be familiar with in advance and let them figure it out. Do not spend everyone’s time teaching the few who don’t know about how to use zoom. If the facilitators think the tools are going to be complicated, offer a 15-minute tutorial before the session starts for only those people that want it.

Interaction

1. Bring participants in from the waiting room to a “all participants networking room” that way they can network and chitchat if they want (they can’t do that in Waiting Room).

2. More breakout time and report back time – the magic is in the self-discovery and peer learning.
3. When they are in break out rooms, broadcast more frequently the task and the time (every 2-3 minutes).
4. Minimize focus on chat. Some people are comfortable with it and others find it distracting. Don't read chat (they can all read it) – rather add value to what is in there or don't comment on it at all.

Conversion Process and Responsibilities

1. Create a Project Plan which has standardized steps, milestones, due dates and responsibilities for the OLC, WinSETT Project Lead, and the facilitator. Examples of milestones include Kickoff meeting, Sign-offs on Learning plan, Creation of first draft of ppt, Innovation/brainstorming session, Dry Run, final edits, Pilot, and completion of final deliverables.
2. After the kickoff meeting, block off meeting/work time required into calendars of appropriate people so that adequate time for each task and communication can be allocated and booked ahead of time.
3. Designate responsibilities for each deliverable/aspect of content.

6 Areas of Opportunities for Further Research

There are several areas for further research based upon our experience with this project, as summarized in the questions and thoughts below.

1. Would wrap around supports deepen the impact of the leadership program? Thinking specifically about supports such as peer mentoring, coaching, whether group or individual, and more peer networking. WinSETT believes these would dramatically deepen the impact of the programming in a career changing way.
2. How much more successful could WinSETT be in its goal of reaching as many women in SETT as possible if WinSETT had dedicated Marketing resources? WinSETT marketing is limited to student interns and off the side of the desk by the Leadership Program Coordinator. WinSETT may have the best programs in the world and their impact will not be felt if Women in SETT do not know about them. The marketing effort is tremendous because WinSETT is national and across all sectors that employ women in SETT, including private, public, and academic.
3. How much more effective would WinSETT be if WinSETT had more support and training for people who hire, manage, and employ women in SETT? Currently WinSETT programming is aimed at providing women in SETT with the tools to successfully navigate the SETT workplace. If the workplace was also provided with tools and support to match that engagement, WinSETT believes there would be much more progress on the retention and leadership of women in SETT.
4. How does WinSETT continually evolve the Leadership Programming so that it remains relevant? What is realistic in terms of frequency of updating? What is the right fit for the number of OSBs to have and should WinSETT have different levels of programming (introduction, intermediate and advanced)? Should WinSETT group them into certificate programs? And how does WinSETT finance the process, as a not for profit?
5. Would a Learning Management System, where WinSETT can track who is learning what, and manage the registration process along with other facets of managing online learning, be helpful

and sustainable to WinSETT? And how does WinSETT finance the development and maintenance of it?

6. Are Microcredentials important to our learners? Does WinSETT want to convert our current certification process to microcredentials that are transferable, credible, and stackable?

Appendix: Project Findings Dissemination

The plan for dissemination of the outcomes of this project are to present it at the Canadian Coalition of Women in Science, Engineering, Trades, and Technology biannual conference in Halifax, 2022. A proposal to present has been submitted and WinSETT is awaiting the decision.

There are no objections or sensitivities from WinSETT to circulating this final report to other parties. If others have feedback, WinSETT would very much like to hear it, please email any feedback to: winsettcentre@gmail.com.