



**SOLIDARITY
SCHOOL**

SUMMARY OF MNU EDUCATION SURVEY RESULTS

2023

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An invitation to complete a survey about MNU educational offerings was sent by e-mail to all members on Thursday, May 11th. The survey was closed on Thursday, May 18th. Approximately 12,000 members were sent a survey invitation, with 105 surveys being submitted (<1% **response rate**). We had hoped for a better response rate, given the 1-week timeframe and minimal time needed to complete the survey (<5 mins). A follow-up education survey may be warranted in the future.

Respondents were asked a total of eight to eleven questions – depending on the responses given. Answers to certain questions would branch off to other questions to further clarify a response. All respondents received the same eight core questions, with an additional three dependent questions for some (Note: Core questions are referenced as “**CQ**,” while dependent questions are referenced as “**DQ**”)

All questions were multiple choice, with one exception. One open-ended question was asked at the beginning of the survey. It invited members to identify any educational materials or topics that they felt were missing from the existing suite of resources offered by MNU online (Note: links to the existing resources were disseminated with the survey invitation).

Response data are provided below. All graphs and response data tabulations were generated by SurveyMonkey. Analysis of results is provided by in-house staff.

Open-ended question

CQ - After having read the package, what educational material do feel is missing?

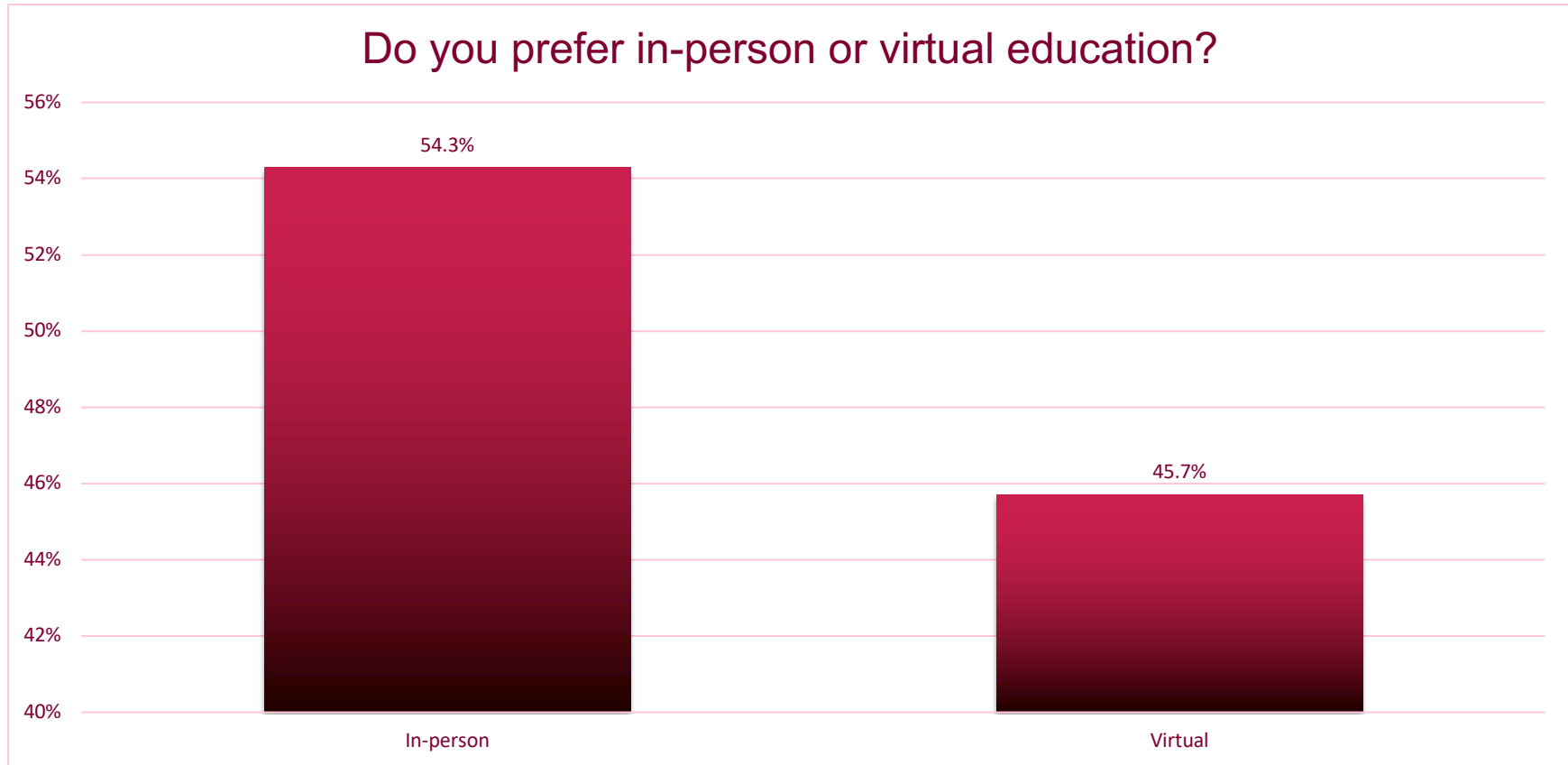
Note: Not all respondents answered this question. A total of 55 entered a response.

Response themes:

- 1) Approximately half of the responses received indicated that nothing appeared to be missing, that the package appeared to be comprehensive, or that the current package was good.
- 2) Several respondents indicated that they would like to see more in-person education and have the opportunity to ask questions.
- 3) Suggestions for additional materials or topics were varied. Some of the more common topics suggested include: union processes (arbitration, GIP, return to work, accommodations, contract interpretation), education on local/worksite leadership and/or committee roles, conflict-management and respectful interpersonal communication, training on systemic racism, and information on the benefits of being MNU members.

Core multiple-choice questions

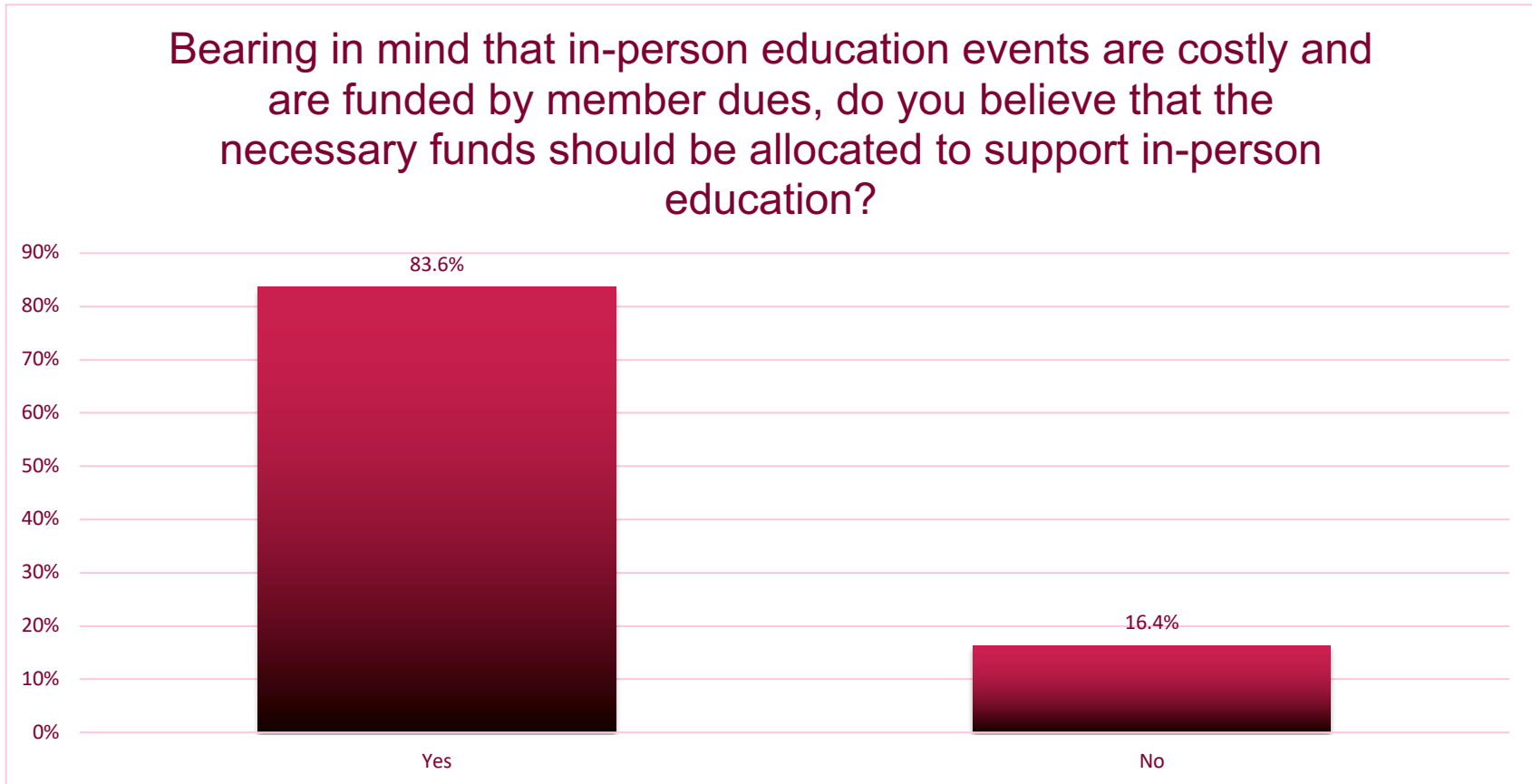
CQ – Do you prefer in-person or virtual education?



Analysis: A majority of respondents prefer in-person education; however, the gap between those preferring in-person over virtual education is not large. Therefore, while the preference for in-person is clear, the value of virtual education should not be discounted. There are clearly a significant number who value virtual education. It is important to note that this question was a multiple-choice question that included only these two options. An appropriate question for future surveys may be to ask respondents what percentage of each they would like to see (ex. 50% in-person, 50% virtual).

Dependent multiple-choice question for those who answered “in-person” above (N=55):

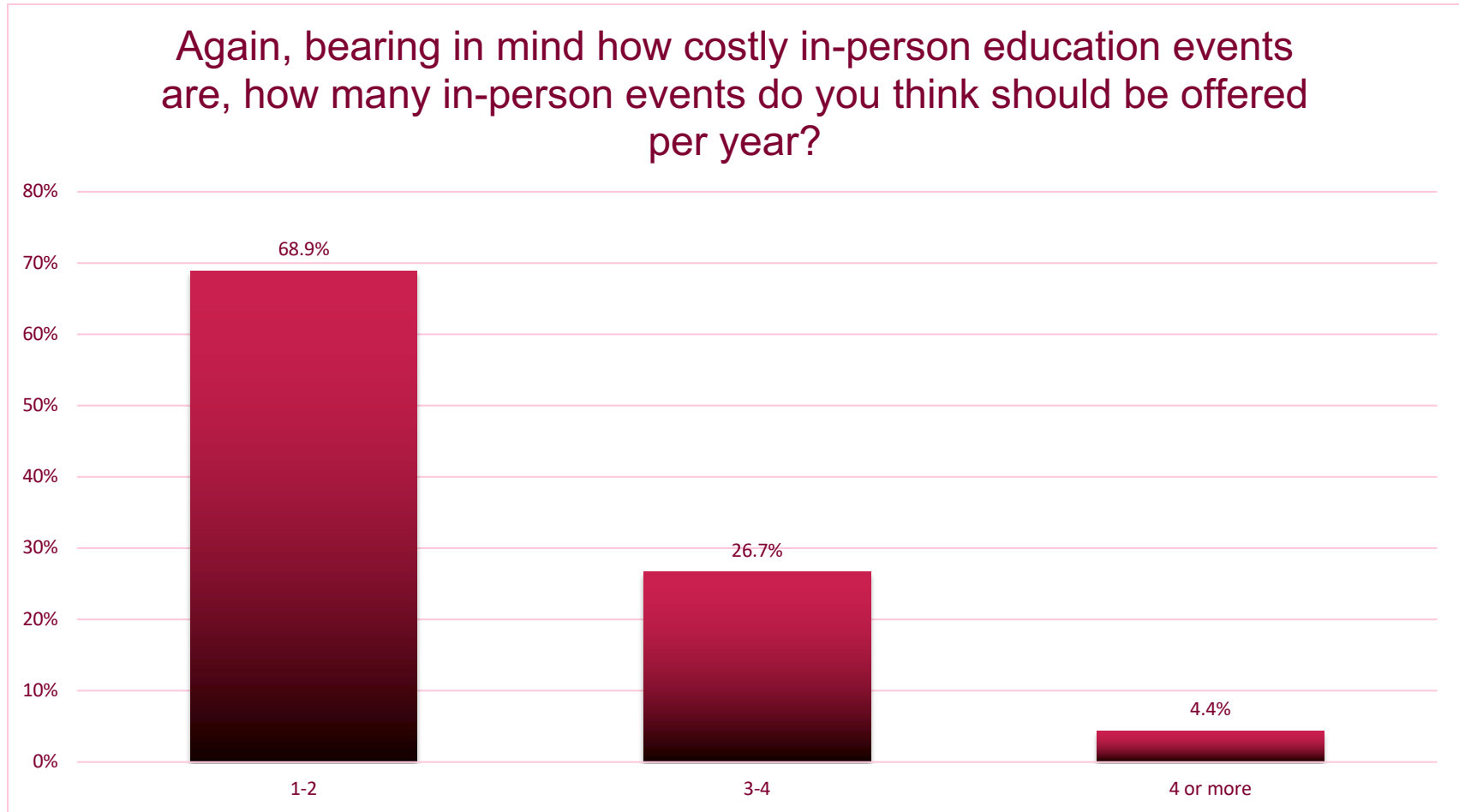
DQ – Bearing in mind that in-person education events are costly and are funded by member dues, do you believe that the necessary funds should be allocated to support in-person education?



Analysis: For those who answered that they preferred “in-person” education, they were asked whether they felt that necessary funds should be allocated for in-person education, bearing in mind the higher cost of such in-person delivery. Of those who answered this question (N=55), the vast majority felt that the funds should be allocated (despite the higher cost).

Further dependent multiple-choice question for those who answered “Yes” to the above (N=45):

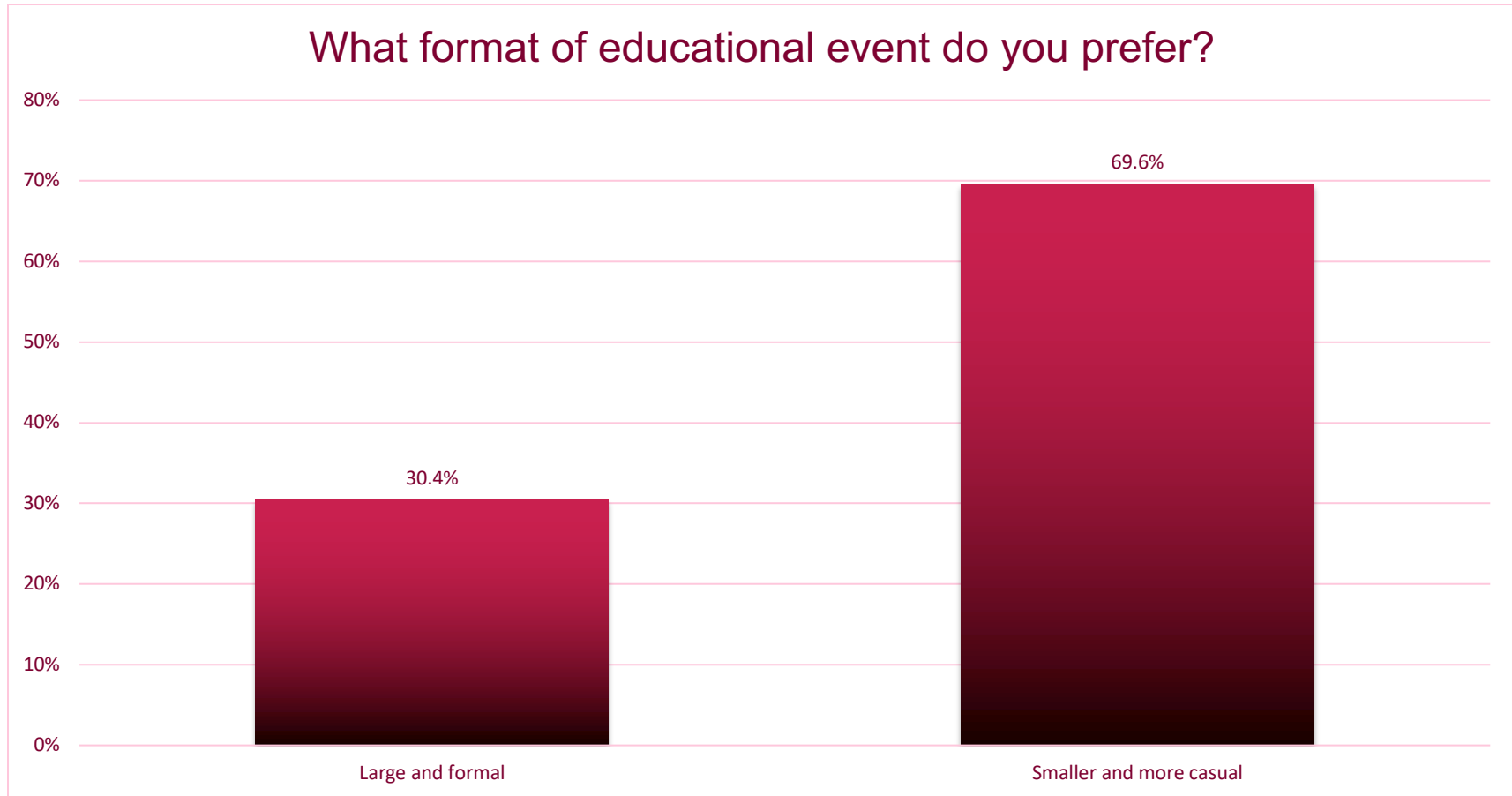
DQ - Again, bearing in mind how costly in-person education events are, how many in-person events do you think should be offered per year?



Analysis: The majority of respondents who prefer in-person education and believe that funds should be allocated for it, despite higher costs, indicated that 1-2 in-person events per year would be sufficient.

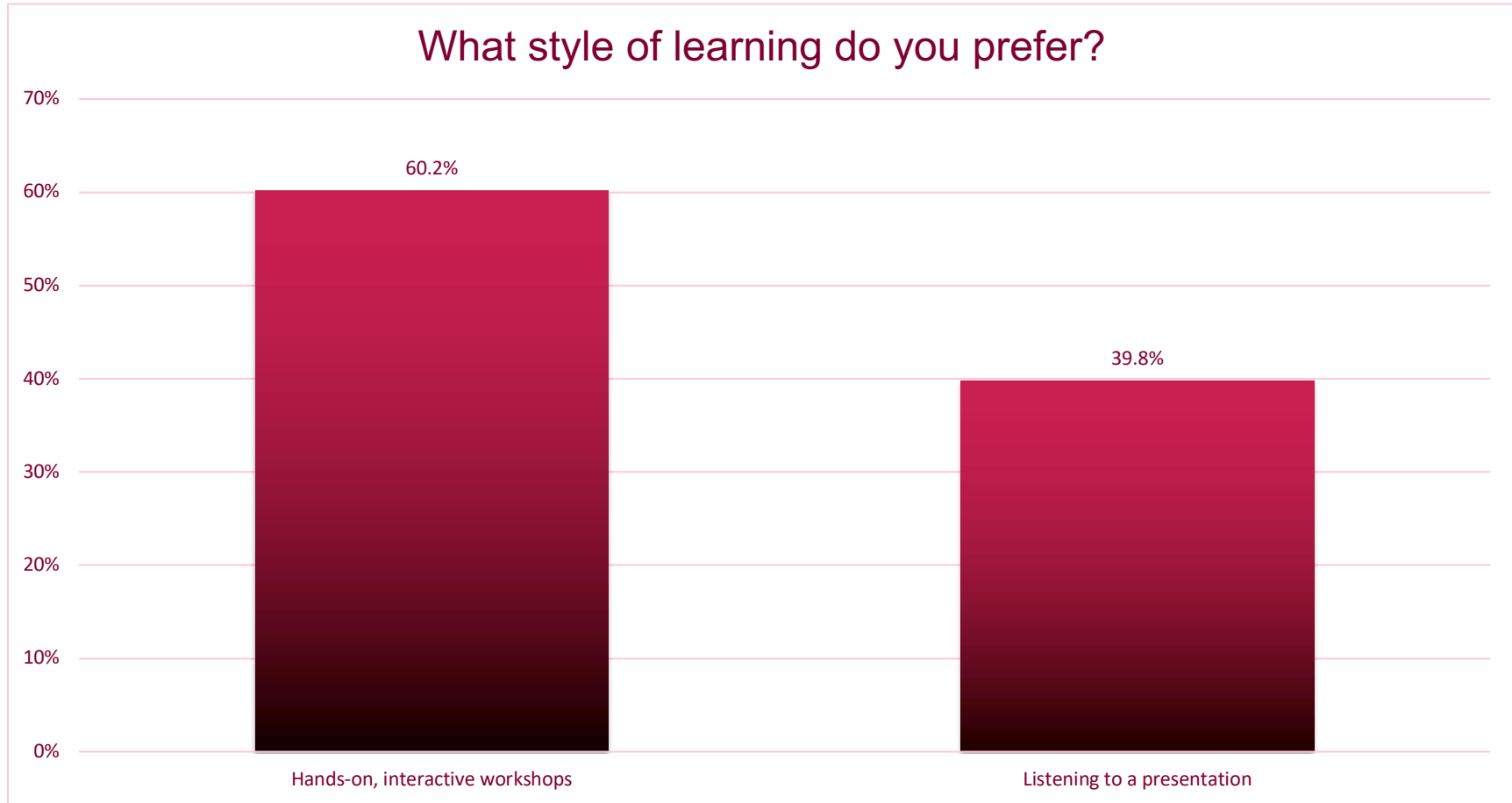
Core multiple-choice questions (return)

CQ – What format of educational event do you prefer?



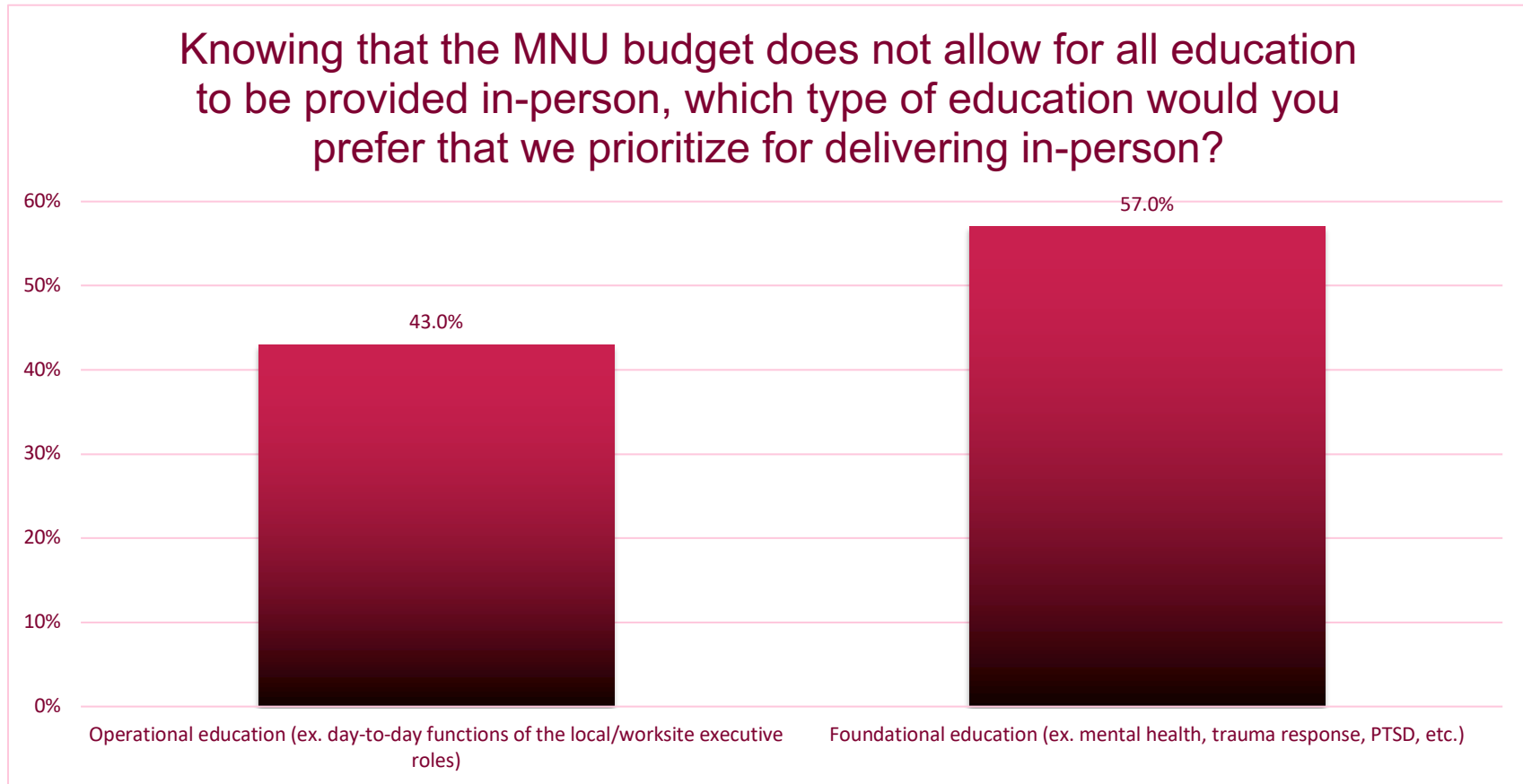
Analysis: The majority of respondents clearly prefer smaller and more casual educational events. This should be taken into consideration when planning events – whether they are in-person or virtual.

CQ – What style of learning do you prefer?



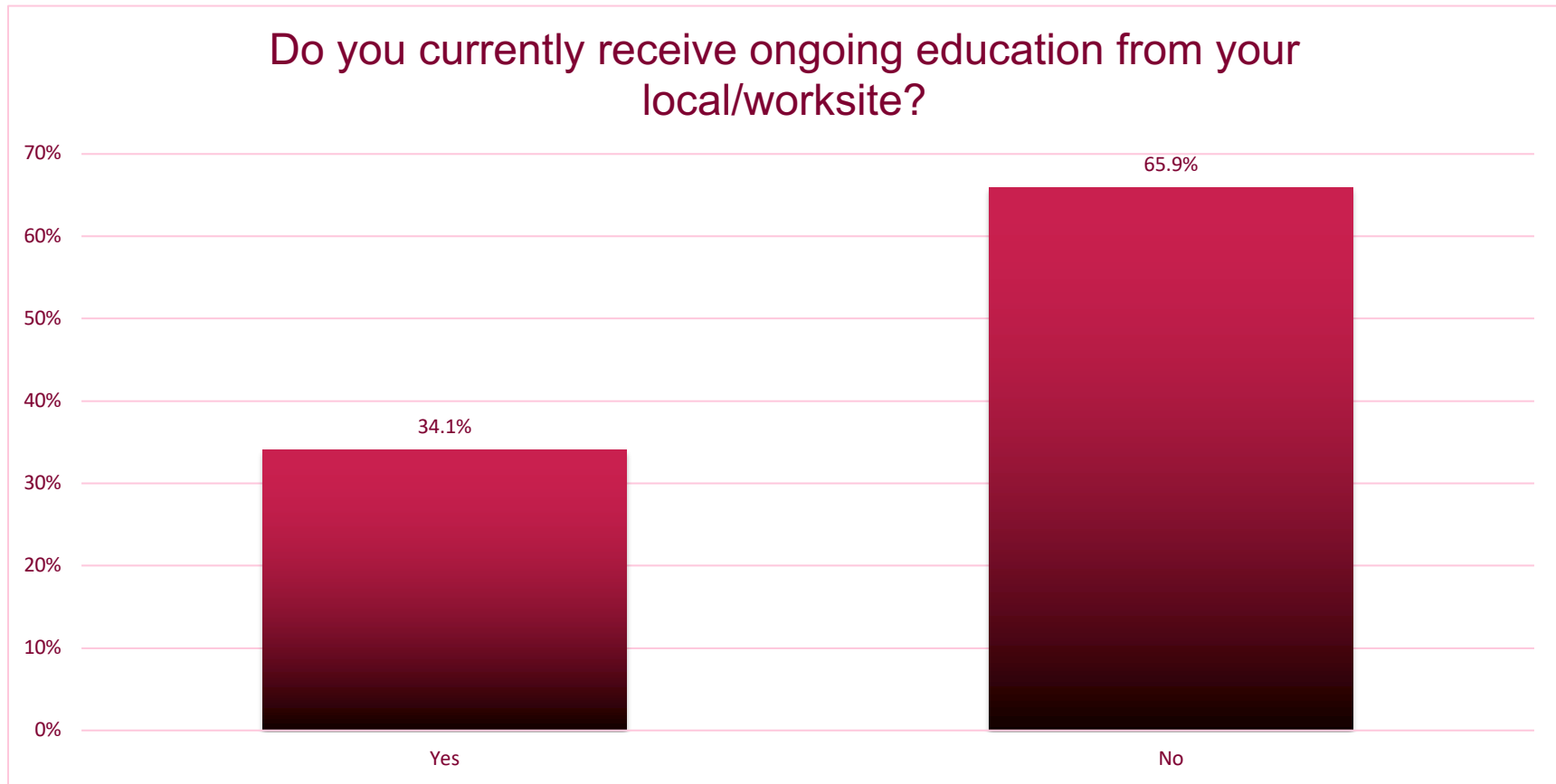
Analysis: The majority of respondents prefer hands-on, interactive workshops over presentations that simply involve listening. However, the gap between those preferring hands-on, interactive workshops to listening to presentations is not substantial enough to discount the value of presentations. Again, it is important to note that this question was a multiple-choice question that included only these two options. An appropriate question for future surveys may be to ask respondents what percentage of each they would like to see (ex. 60% hands-on and interactive, 40% listening to a presentation).

CQ – Knowing that the MNU budget does not allow for all education to be provided in-person, which type of education would you prefer that we prioritize for delivering in-person?



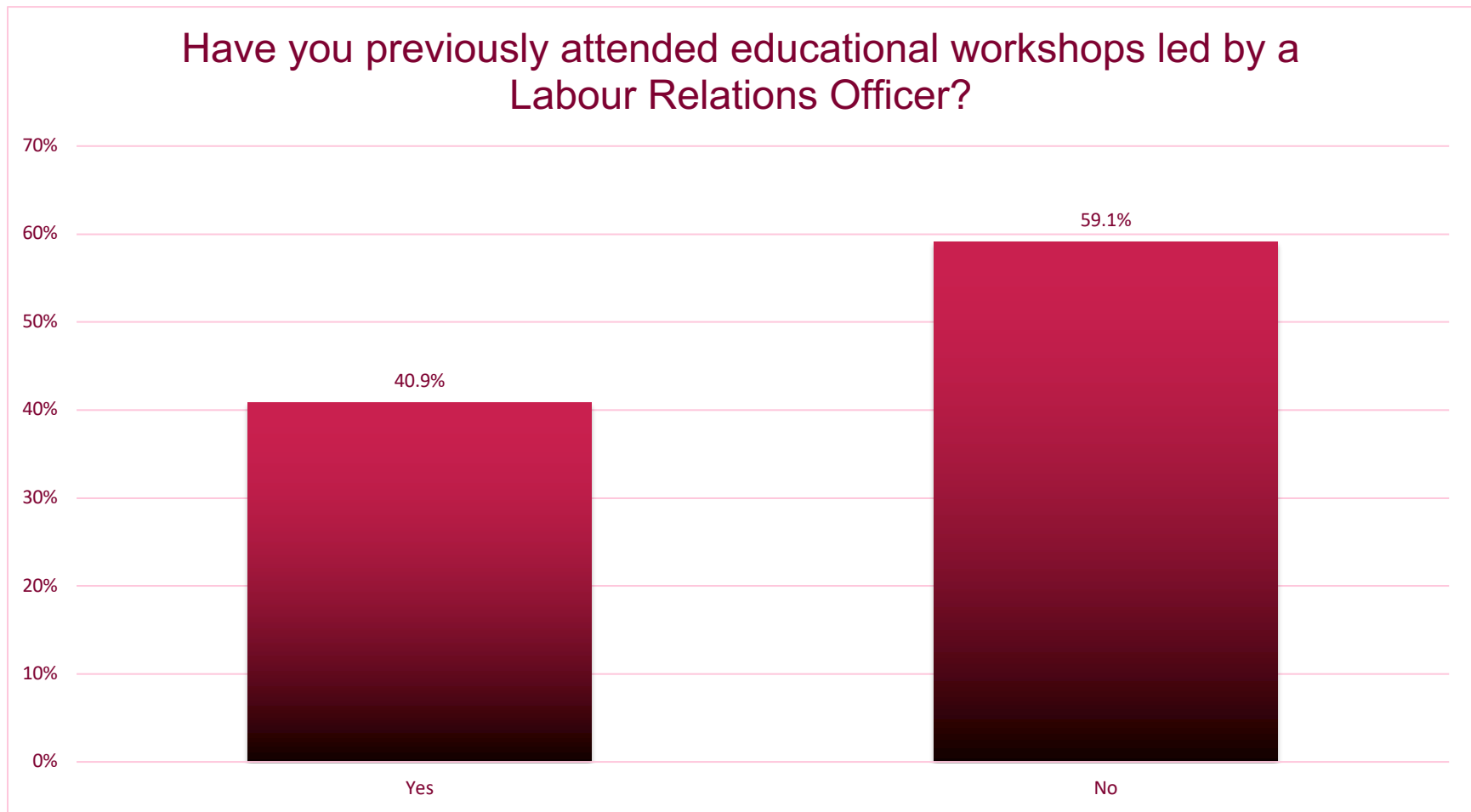
Analysis: The majority of respondents indicated that they prefer foundational education. This may be due to the fact that this type of education applies to a broader range of members. Operational education would be very important to those respondents who are active in running a local/worksite, but less so for those who are not involved in leadership of the local/worksite. The gap between these results is not large, therefore a mix of both types of education should be pursued.

CQ – Do you currently receive ongoing education from your local/worksite?



Analysis: The majority of respondents indicated that they do not receive education at the local/worksite level. This is not unexpected given the size of many MNU locals/worksites. This result certainly justifies a strong leadership role for MNU provincial office in providing education and guidance.

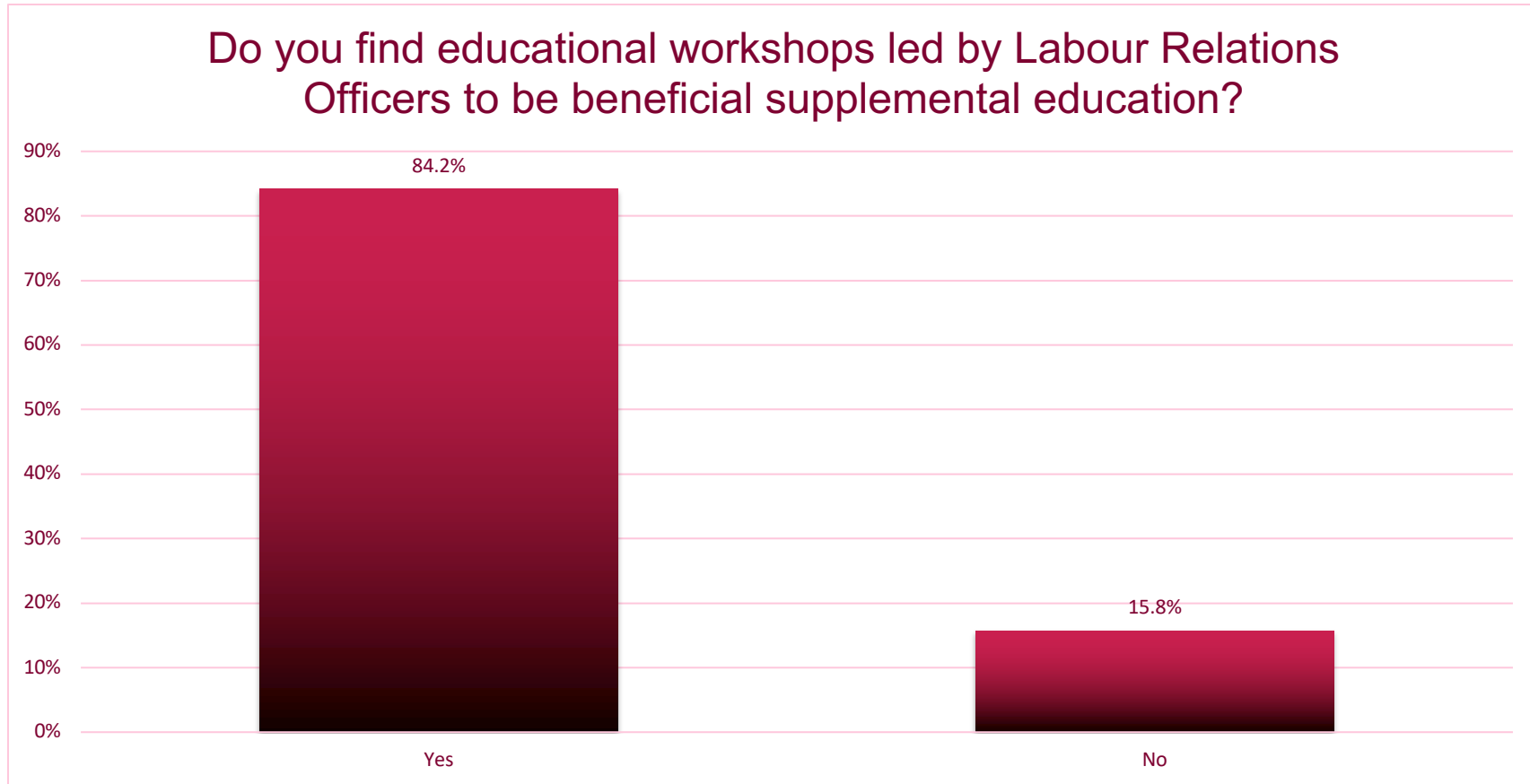
CQ – Have you previously attended educational workshops led by a Labour Relations Officer?



Analysis: The majority of respondents have not attended an educational workshop led by a Labour Relations Officer. While LRO sessions have been common in the past, the move during COVID to more virtual education has likely resulted in fewer members having attended an LRO-led session.

Dependent multiple-choice question for those who answered “Yes” above (N=38):

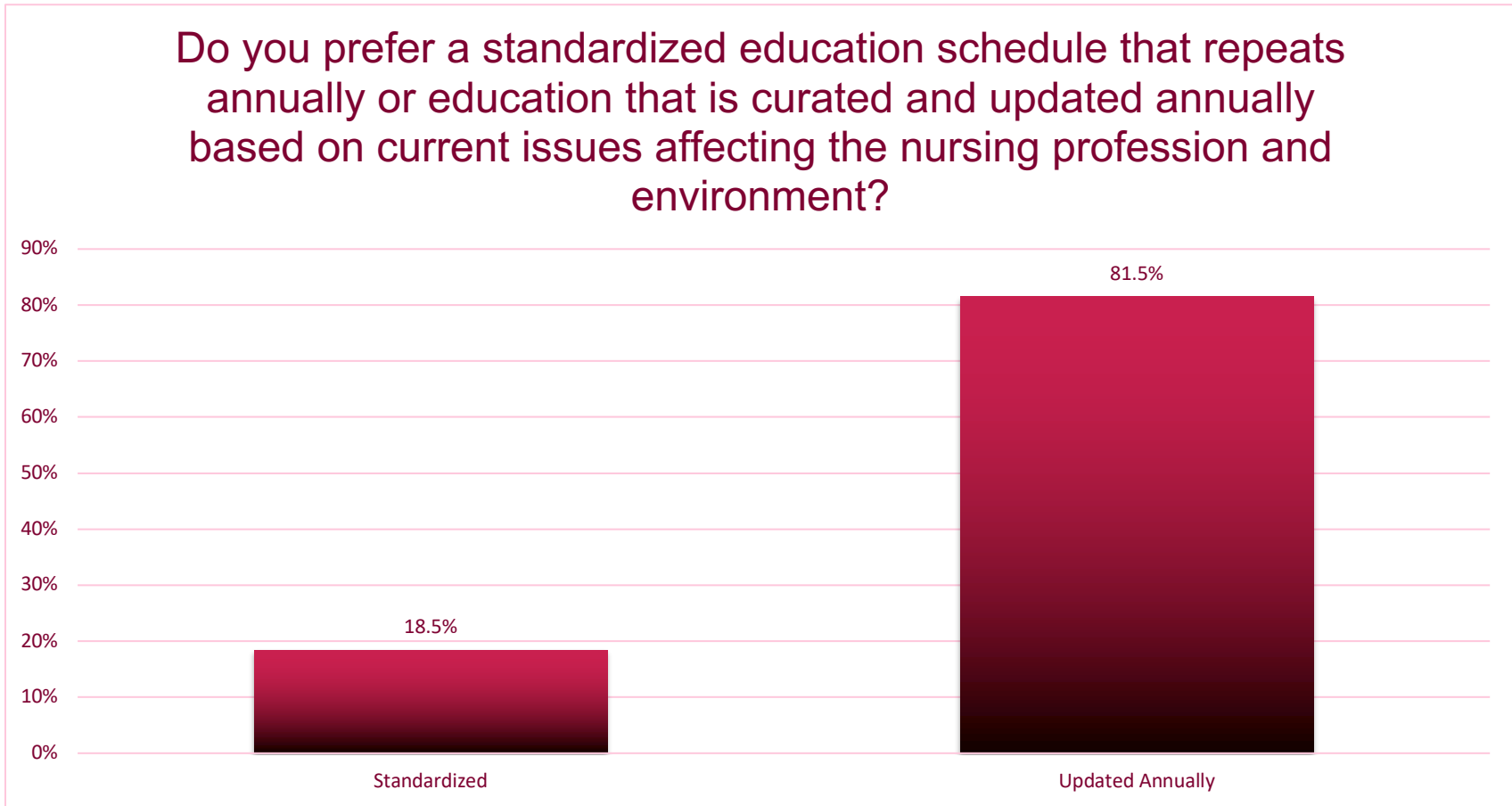
DQ – Do you find educational workshops led by Labour Relations Officers to be beneficial supplemental education?



Analysis: Of those respondents who have attended an LRO-led education session, a significant majority found it to be beneficial. This result supports engaging the expertise of LROs in delivery of future education.

Core multiple-choice questions (return)

CQ – Do you prefer a standardized education schedule that repeats annually or education that is curated and updated annually based on current issues affecting the nursing profession and environment?



Analysis: A clear majority of respondents prefer education that is updated annually, and which reflects current issues in their profession or work environments. This result clearly indicates that educational planning should be undertaken annually with an eye to the issues dominating the profession and healthcare work environment at the time.