

BC Value-added Wood Products: Workforce Development Strategic Plan

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Submitted by BC Wood Specialties Group Association

Canada



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The views and opinions expressed in this report are those of its author(s) and not the official policy or position of the Government of British Columbia

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Executive Summary

Employers in British Columbia's value-added wood (VAW) sector are experiencing a number of key workforce challenges that are impacting their ability to meet their business development goals. In 2018, BC Wood Specialities Group Association (herein "BC Wood"), a sector-led not-for-profit trade association, led a labour market information (LMI) research project funded through the Ministry of Advanced Education and Skills Training's Sector Labour Market Partnerships (SLMP) program. This research identified a number of workforce challenges facing employers in the VAW sector, including acute labour shortages, a lack of diversity in the sector, low levels of awareness about career paths and advancement opportunities in the sector, and a lack of effective and available training.

This three-year VAW Workforce Development Strategic Plan, the development of which has been funded through the SLMP program, draws on insights from an active industry-led Advisory Group and engagement with a range of stakeholders from across the sector. It confirms the findings from the 2018 LMI research and identifies a number of support gaps that exist across the sector. The Strategic Plan outlines four key strategies that could make an important initial contribution to ensuring that the sector has the workforce it needs to continue to improve productivity, increase profitability and support growth. These strategies include:

1. **Strategy 1: Awareness and Communication Activities** - Lead communication activities to raise awareness of career opportunities in the VAW sector and to attract more workers into the sector, including from target groups
2. **Strategy 2: VAW Work-ready Training** - Develop a VAW work-ready training initiative to prepare workers to enter employment in the sector
3. **Strategy 3: VAW Skilled Worker Training** - Enhance training for skilled production workers and provide employers with just-in-time training supports
4. **Strategy 4: VAW Workforce Development Supports** - Help employers access workforce development supports and leverage best practices

Significant investment in this Strategic Plan is critical. However, given the scale of the workforce challenges facing employers and the additional pressures that may come with potential growth, this three-year Strategic Plan should be seen as an initial investment in a more robust sector-wide effort to meet employers' most pressing workforce needs.

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BC Wood would like to thank all those who contributed their time and expertise to this Value-added Wood Workforce Development Strategic Plan. This project would not have been possible without support from the Canada-British Columbia Labour Market Development Agreement, the Sector Labour Market Partnerships Program, and the BC Ministry of Advanced Education and Skills Training.

We would like to thank the project Advisory Group members for their guidance and contributions to the development of this Strategic Plan. We would also like to thank all the employers, employees, training providers and other sector experts who contributed to this report through interviews.

1. Introduction

1.1. Background to the Strategic Plan

The value-added wood (VAW) sector in British Columbia (BC) comprises a diverse range of businesses that manufacture wood specialty products, ranging from custom cabinetry and fine furniture to timber frame, mass timber, log and pre-built homes, and a variety of other remanufactured wood products.

In 2018, BC Wood, a sector-led not-for-profit trade association, led a labour market information (LMI) research project funded by the Ministry of Advanced Education and Skills Training's Sector Labour Market Projects (SLMP) program.¹ The LMI project identified a number of workforce challenges facing employers in the VAW sector. These included acute labour shortages due in large part to high competition for workers from the construction and forestry sectors and an aging workforce. Additionally, the report found that there was a lack of diversity in the sector, with low representation of women, newcomers to Canada, people who self-identify as Indigenous, and youth, together with low levels of awareness among these and other groups about career paths and advancement opportunities in the sector. The 2018 research also identified a lack of effective and available training and an insufficient number of graduates from training programs at BC post-secondary institutions to meet the demand for labour.

The research and engagement conducted for this Strategic Plan confirm the 2018 findings. Employers of all sizes from across the sector have indicated that the labour shortages and workforce challenges they faced three years ago remain pertinent today and that these are impacting their ability to grow and scale their businesses.

According to employers, these dynamics have not significantly shifted as a result of the COVID-19 pandemic. On the contrary, many employers noted that it is more difficult to find lower skilled workers today than in 2018. For example, while employers were able to quickly adapt safety protocols and site plans as required by WorkSafeBC, concerns about community spread, including among Indigenous workers, prevented a number of employees from coming to work with some permanently leaving the job. Additionally, employers indicated that demand for their products is the same or higher than pre-COVID levels with a number of employers noting that they are busier than ever due to the uptick in home renovations and relocations. Many employers also observed that the pandemic has opened up options and opportunities for virtual training, a theme that is revisited later in this report.

¹ The 2018 LMI research project was preceded by a BC Wood-led sector engagement project, also funded through the SLMP program. The BC Value-added Wood Products: Sector Engagement Report was completed in July 2017 and identified initial workforce concerns facing the province's value-added sector.

Moreover, recent shifts in Government policy and demands from the US housing market may result in growth in the sector. The BC Provincial Government recently released its plan to modernize BC's forest policy² which, among other policy priorities, is focused on promoting the growth of the VAW sector and adding more value to wood products. Specifically, the plan includes a number of policy intentions that target growth in the VAW sector, including the expansion of timber allocation and increasing the accessibility of fibre to value-added manufacturers. Action items under these policies include working with representatives of the VAW sector to develop strategies to support competitive value-added businesses, providing more sales opportunities to value-added manufacturers, and creating a timber sales program to focus on the value-added sector.

In addition and as noted in a 2021/22 - 2023/24 Service Plan,³ recently released by the Board of the BC government's Forestry Innovation Investment (FII) initiative, the United States is the largest global market for BC's value-added wood products. As the American housing market is making a strong post-pandemic recovery, the demand for wood in the repair and remodelling sector continues to grow and is predicted to stay strong. The FII Service Plan is focused on enhancing wood innovation and outlines strategies for advancing the competitiveness of BC VAW businesses by supporting supply chain optimization and further diversifying value-added wood products.

At the Federal level, the Canada Border Services Agency (CBSA) recently announced its intention to place provisional tariffs on furniture imports from China and Vietnam in an effort to reduce dumping.⁴ This could increase demand for domestically produced furniture. These developments and potential for growth place added pressure on the sector to find ways to help employers address their workforce challenges.

1.2. Purpose of the Strategic Plan

Building on the findings from the 2018 research and more recent engagement with a range of stakeholders from across the sector, this three-year VAW Workforce Development Strategic Plan presents a set of workforce development strategies that aim to help employers address their most pressing workforce issues. The Strategic Plan identifies four key strategies that seek to raise awareness of and interest in the sector, build the skills of potential and current workers, and provide employers with workforce development supports. Specifically, the four strategies are:

1. Awareness-raising and communication activities
2. VAW work-ready training for entry-level workers
3. VAW training for skilled workers
4. Workforce development supports for VAW employers

² Province of British Columbia 2021. [Modernizing Forest Policy in British Columbia: Setting the Intention and Leading the Forest Sector Transition](#).

³ Forest Innovation Investment. April 2021. [2021/22-2023/24 Service Plan](#).

⁴ Global News. 17 May 2021. [Sofas, recliners from Vietnam, China under tariffs up to 300% by CBSA](#).

While no single strategy will move the needle for all employers, if taken together, these four strategies could make an important initial contribution to ensuring that the sector has appropriate labour to continue to improve productivity, increase profitability and support growth. However, given the urgency of the workforce challenges facing employers, which could intensify if the sector experiences growth, there will be a need for a continued investment in these and other workforce development strategies.

1.3. Structure of this report

In what follows, this report describes the methodology used by the project team to ensure that this Strategic Plan is designed to meet the sector’s diverse workforce needs. It then provides the evidence base for the four strategies that form the foundation of this Strategic Plan by revisiting the findings from the 2018 LMI research and updating these findings on the basis of extensive engagement with stakeholders from across the sector. Next, the report describes each of the four strategies in detail, including the key activities, outputs, timelines, resources and partnerships that are required for successful implementation. The next section details the governance and oversight structures that guided the development of the Strategic Plan, together with the oversight capacities required for the successful implementation and longer-term sustainability of the strategies. The report then presents detailed project budgets for each strategy and builds out the evaluation framework for measuring success.

2. Methodology

BC Wood organizes the VAW sector into seven core sub-sectors. These include:

- Millwork
- Cabinets
- Furniture
- Prebuilt housing
- Engineered Wood Products
- Log Home and Timber Frame
- Remanufacture Wood Products

In developing this Strategic Plan, the project team conducted extensive engagement with stakeholders from across all seven sub-sectors and relied heavily on the strategic guidance provided by an active Advisory Group. The methodology used to generate this report is described here with more details provided in Appendix A.

The project team conducted 34 initial interviews with employers representing all seven of the in-scope sub-sectors and six of BC’s seven economic regions.⁵ The interviews confirmed the 2018 findings, identified additional “pinch points” for the sector, and informed the development of key strategies. The

⁵ BC’s economic regions include: Vancouver Island/Coast; Mainland/Southwest; Thompson/Okanagan; Kootenay; Cariboo; North Coast & Nechako; and Northeast. The project team interviewed employers for all regions except Northeast where this limited VAW activity/business presence.

project team held a second round of interviews with six small to medium-sized employers in order to ensure that the strategies under consideration were designed to address the concerns of smaller employers.⁶

The project team interviewed 17 employees representing occupations that are experiencing labour shortages.⁷ Through these interviews, the team gathered information on employees' experiences and challenges entering and working in the VAW sector and generated ideas to improve attraction and retention of employees in the sector.

Representatives of eight training providers, including two private training providers, were interviewed to explore learning options and opportunities that could address the training gaps identified by employers and employees. In addition, the project team interviewed representatives of three School Districts that offer immersive wood-related programs in order to learn more about these programs. The project team also interviewed two experts in First Nations employment programming as well as two newcomer employment service providers. Interviews with these career influencers sought to identify gaps in knowledge of the VAW sector, to gain an understanding of the level of awareness of the sector, and to gather insights into ways to optimize communication and awareness activities and entry-level worker engagement to reach target audiences. The project team also interviewed a number of additional stakeholders, including representatives of the Industry Training Authority, the Wood Manufacturing Council, and the US-based Wood Industry Resource Collaborative.

An Advisory Group provided considerable guidance throughout the project by validating findings from interviews, brainstorming and building out strategies and related actions, and reviewing and validating the projected project budget. See Section 5. Project Oversight and Sustainability for more information about the role of the Advisory Group throughout this project.

3. Main findings to inform the Strategic Plan

The 2018 LMI research surfaced four key findings related to the VAW workforce and key challenges facing employers. Many of these findings remain pertinent today. In this section, the 2018 research is revisited and updated with findings from the more recent research and engagement completed for this Strategic Plan.

3.1. Findings from 2018 LMI research

1. Shortage of qualified workers

The 2018 research confirmed shortages in nine key occupations. These include:

- Production worker/labourer

⁶ For the purposes of this report, a small business has between 1 to 15 employees, a medium-sized business has between 16 and 50 employees, and a large business has more than 50 employees.

⁷ See Appendix A for more information on the occupations held by these 17 employees.

- Skilled trades worker
- Machine operator
- Manager/supervisor
- Designer
- Finisher
- Salesperson
- Technologist
- Estimator

Production workers, the largest employee group in the sector, accounted for the greatest number of shortages. For the remaining positions, skilled trades workers accounted for the most shortages, followed by machine operators, managers/supervisors, designers, finishers, salespeople, technologists and estimators. According to engagement with employers at the time, these shortages were having a negative impact on their businesses, with a number of employers reporting that they had to turn away work, and/or curtail operations. In addition, despite raising wages and offering benefits, employers reported that they were still struggling to find workers.

The 2018 research also found that women are under-represented in the sector’s workforce when compared to the province’s overall workforce,⁸ and that there are opportunities to engage more young people under the age of 25, newcomers to Canada, and people who self-identify as Indigenous.

2. Difficulty attracting new entrants

The sector was having difficulty attracting new entrants, due to a number of factors such as demographic shifts (e.g. the shrinking share of people aged 15 to 29), a lack of awareness of career opportunities among potential new entrants, misperceptions related to the sector’s limited future, and competition from higher paying sectors such as forestry, construction, and oil and gas. According to employer interviews conducted at the time, secondary schools and post-secondary institutions lacked initiatives to raise awareness about the sector, and there was less exposure to woodworking in high school than there once was.

3. A lack of effective and accessible training

Employers reported that the most common type of training available to VAW workers was informal on-the-job coaching and mentoring. During roundtables and interviews with employers, there was nearly unanimous agreement about the need for skill-specific training in the sector, a key requirement for prioritizing value over volume. The diversity across sub-sectors and occupations made it difficult to develop a single, scalable training program and an appropriate training strategy would likely consist of multiple training approaches.

⁸ Source: Statistics Canada, 2016 Census of Population, Statistics Canada Catalogue no. 98-400-X2016290.

4. Sustained labour productivity is key to long-term success

The research found that there was a need for increased innovation to drive productivity improvements across the sector. In particular, there were opportunities related to the application of new skills and know-how, the adoption of various forms of technology and improvements in the processes and skills of current workers.

To address these four challenges, the 2018 report proposed four key opportunities:

1. Raise awareness of opportunities in the sector across diverse audiences
2. Improve attraction of qualified workers
3. Improve retention of qualified workers
4. Strengthen training options and opportunities to ensure workers have the skills they need to achieve high levels of performance

3.2. Findings from research and engagement conducted for this Strategic Plan

The research and engagement undertaken for this Strategic Plan confirm that, overall, many of the findings from the 2018 research are still relevant. Exceptions include the fact that retention is not currently considered a major concern for employers. As one employer noted, “once they’re in, they stay” with the exception of entry-level workers and some skilled trades workers. (See 3. *Challenges retaining entry-level workers.*) In addition, when asked during interviews, employers had mixed reactions to the importance of automation, with some identifying automation as a high priority solution to labour challenges and others indicating that they do not think automation is likely to help them in this regard.

Through extensive engagement with a range of stakeholders and building on the insights from an active Advisory Group, the project team has developed a deeper understanding of employers’ most pressing workforce challenges and the support gaps that exist across the sector. Indeed, the sector is diverse in terms of required specialized skills, business size, potential for growth, use of technology and other considerations. However, engagement with stakeholders surfaced challenges that are common across sub-sectors, despite their diversity. These common challenges are presented in this section. Section 4 identifies a set of strategies that address these common concerns while also reflecting the priorities of different sub-sectors, communities and employers.

1. Lack of awareness of career opportunities in the sector

Interviews confirmed that employers continue to feel that there is a lack of awareness of the sector among potential workers and that perceptions of the industry tend to be negative or misinformed (e.g. the VAW is a sunset industry, and a general conflation with forestry and construction). Interviews with career influencers, training providers and current employees reinforced these findings. More specifically, employers and other stakeholders noted that there is a lack of easily accessible information on what the sector is (and is not), the types of career opportunities in the sector, the skills required to find employment in the sector, and the pathways to developing these skills.

Many stakeholders stressed the need for awareness-raising among young people, particularly high school and post-secondary students. However, only a handful of employers reported that they are actively engaged in this kind of outreach. Moreover, while employers think it is important to highlight career options and opportunities among other target audiences, particularly women, people who self-identify as Indigenous, newcomers to Canada, and career transitioners/job seekers, few have the tools or the ability to do so. Overall, employers felt that a lack of awareness among potential employees and career influencers is impacting their ability to attract workers.

2. Challenges attracting and recruiting employees, particularly entry-level workers

While recruitment is challenging across all nine focus occupations (i.e. production worker/labourer, skilled trades worker, machine operator, manager/supervisor, designer, finisher, salesperson, technologist and estimator), employers reported that recruitment for entry-level labourers/production workers is particularly difficult. Skilled trade workers and machine operators/technologists are also difficult to recruit, particularly in regions where there is competition for these workers. Interviews with 17 employees, five of whom were labourers/production workers suggested that there is a need for more exposure to opportunities in the sector in high school and that the sector needs to find a better way of advertising opportunities, as most of these employees found their jobs via word of mouth. Several employers observed that recruitment challenges were preventing them from meeting the demand for their products and, in some cases, from growing their businesses.

3. Challenges retaining entry-level workers

Employers find that entry-level labourers and production workers are also the most difficult to retain, with many employers reporting that turn-over among these workers occurs primarily within the first few weeks on the job. Interviews with labourers and production workers (6 of 17 interviewees) and the people who supervise these positions (4 of 17 interviewees) confirmed a number of these findings. These workers pointed to the fact that the challenges associated with the work are not always clearly communicated in job advertisements and in interviews. This means people who may not be prepared to undertake the work or who are not otherwise suited to the work are hired but quickly (e.g. within a few weeks) leave the position. In addition, employees reported that employers often make the first few weeks on the job particularly difficult, in part to “screen out” those employees for whom the job is not a good fit. This may be necessary, however, employers also need to make clear that there are opportunities to advance in the job, i.e. that there are pathways to more desirable positions.

Employers also noted that while most of the training for these workers can take place on the job, it is not uncommon for entry-level workers to lack work-readiness skills (e.g. punctuality, having a positive attitude, etc) and a basic orientation to working with wood. They felt that these deficits help explain the high rate of turn-over among these workers, as new entrants may not fully understand what they are getting into when they start work in the sector (e.g. a noisy work environment, a physically challenging job). Turn-over is having an impact on employers who report investing considerable time and energy into recruiting and training entry-level workers, only to have these workers leave shortly after starting

the job. They observed, however, that once new hires make it past the first few weeks on the job, they tend to stay.

4. Gaps in training for skilled production workers and site-specific training

Stakeholders confirmed that there is considerable diversity across occupations and sub-sectors, making specific training programs difficult to scale across the sector. During interviews, training providers and employers suggested that previous efforts to develop training that is tailored to a specific sub-sector have not always been successful, as demand is often insufficient to make training profitable for the provider. Smaller-scale initiatives to build VAW skills, such as adding a VAW component to existing trades training offerings, may also be difficult, given that there is limited space in existing curricula.

However, two key training gaps appear to be common across most sub-sectors and, therefore, represent high opportunity areas. First, most sub-sectors rely on skilled production workers. These are production workers who are not necessarily certified for a specific trade but who nevertheless require a high degree of skill, for example, to operate or program complex equipment or integrate new technology. While the roles and responsibilities of a skilled production worker vary, employers and training providers confirm that there is a core set of skills, abilities and competencies that are required across all sub-sectors. Employee interviews also revealed that, generally speaking, these workers have worked informally with wood since a young age (“tinkering in the backyard with my parent”) and/or had exposure to wood in high school. Yet, this occupation is not well defined. For example, there is no National Occupation Classification (NOC) code for this occupation,⁹ and no occupational profile describing the skills, competencies and abilities required by workers in this occupation. Additionally, there are no specific training programs focused on building these core skills, at least not in BC. This represents a lost opportunity in terms of increasing productivity but also may limit career advancement opportunities for lower-skilled workers.

A second common gap across sub-sectors relates to just-in-time training. Specifically, employers from across the sector reported a need for on-site, on-demand training focused on filling a specific time-sensitive training gap. However, they are often not able to access appropriate trainers or training programs, either because trainers are hard to find, especially for niche requirements, or because employers struggle to cover the costs associated with training, particularly if a trainer is not based locally. Financial and other supports (e.g. wage subsidies or innovation grants) are not always sufficiently flexible to meet an immediate training need. This is having an impact on productivity and growth; one employer noted that he was not able to use a \$500,000 piece of equipment he purchased several years ago due, in part, to a lack of training and integration support, a deficit of available trainers, and the fact that it was too costly to bring a trainer from the manufacturer to the facility to support training and integration.

⁹ The NOC system is Canada’s national system for describing the main duties, educational requirements and other information associated with a particular occupation.

5. *Need for collaborative workforce development support*

Many employers have struggled to address human resource-related and broader workforce development issues at some point in the life cycle of their business. While larger employers (i.e. businesses with 50 or more employees) typically have human resource specialist(s) on staff, owners of smaller businesses tend to assume these roles and responsibilities. This can place considerable pressure on these employers, many of whom are already playing a variety of roles within the company. Overall, employers, particularly smaller ones, noted that they have limited capacity to address their key workforce challenges and that they are eager to receive support as quickly as possible. A number of employers pointed to a need for access to specialized support to address an immediate issue. The employers from across all sub-sectors are interested in strengthening cooperation and collaboration across the sector to address common challenges.

4.Strategies

Despite the diversity across the sector, engagement with stakeholders surfaced four main sector-wide goals that, if achieved, could help employers access the workforce they need to meet their business development goals. These include:

- Continue to work collaboratively across the sector to address sector-wide workforce challenges
- Attract more workers with a basic knowledge of the sector, including from target groups
- Increase access to training supports to enhance skills and fill training gaps
- Make workforce development supports available to employers

These goals provide the framing for the four key strategies included in this three-year VAW Workforce Development Strategic Plan:

1. **Strategy 1: Awareness and Communication Activities** - Lead communication activities to raise awareness of career opportunities in the VAW sector and to attract more workers into the sector, including from target groups (i.e. women, young people, people who self-identify as Indigenous, newcomers to Canada, and job seekers/career transitioners)
2. **Strategy 2: VAW Work-ready Training** - Develop a VAW work-ready training initiative to prepare workers to enter employment in the sector
3. **Strategy 3: VAW Skilled Worker Training** - Enhance training for skilled production workers and provide employers with just-in-time training supports
4. **Strategy 4: VAW Workforce Development Supports** - Help employers access workforce development supports and leverage best practices

These strategies are distinct but interrelated. Developing and implementing a VAW awareness and communication strategy will help to gain the attention of potential workers and career influencers and provide direction around opportunities within and pathways into the sector. Making a VAW work-ready training available to potential workers with an initial interest or curiosity in VAW could deepen this interest and encourage potential workers to seek employment in the sector as well as screen out individuals for whom work in the sector may not be a good fit. Making training available to skilled production workers could help improve productivity and provide lower-skilled workers with a pathway for advancing their careers. Just-in-time gap training could build employee skills when and where they are most needed. Providing employers with access to workforce development supports may help them to create a training and skills development environment and to adopt best practices for building the workforce they need.

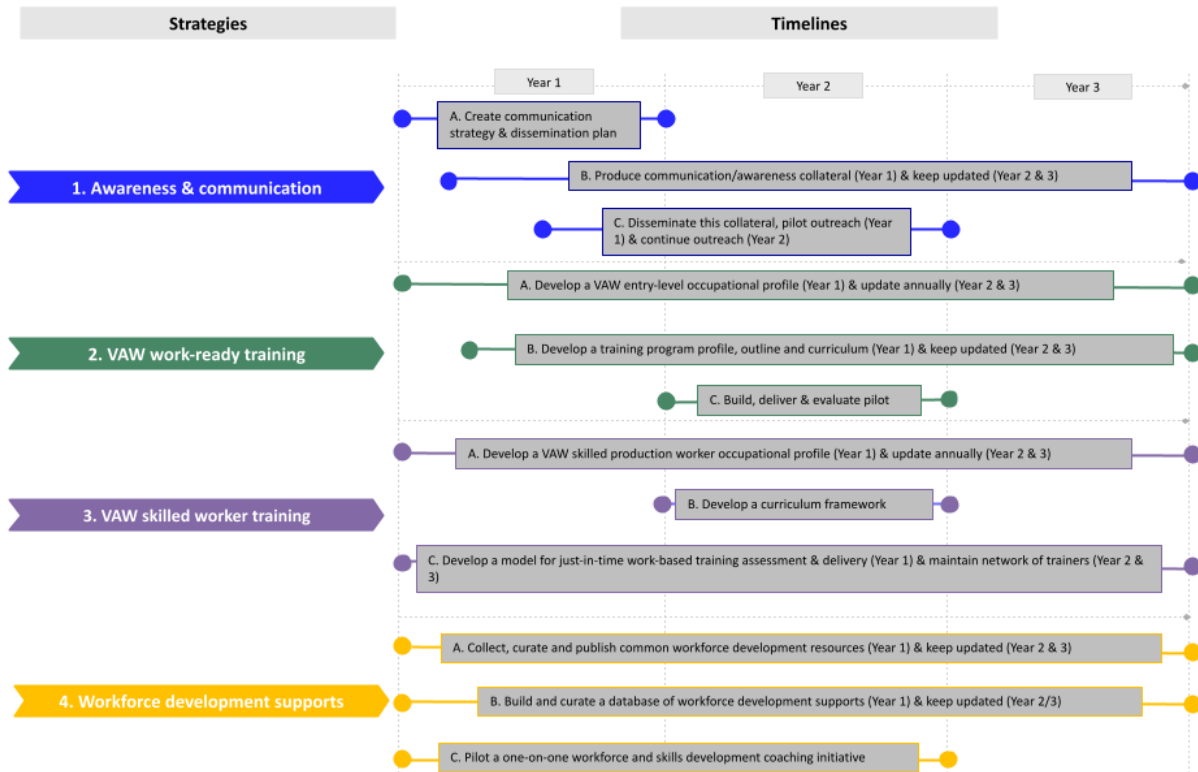
Together, these four strategies could make an important contribution to helping employers of all sizes from across the sector meet their current and future workforce needs and to realize the potential for growth that is a priority for employers and Government. Strategies 1, 2 and 3 will attract and develop qualified workers for the entire sector and can be implemented in a way that reflects the priorities of different sub-sectors, communities and employers. While Strategy 4 may also be relevant for the sector

as a whole, it is likely to be particularly helpful for small and medium sized employers who do not have the capacity to address their workforce development challenges internally.

A key requirement for the success of this Strategic Plan is ensuring that there is an organization that can continue to lead collaboration and participation across industry, and provide sufficient oversight and management capacity. Critically, success will depend on the extent to which industry is involved, particularly by providing leadership and guidance throughout implementation. Each strategy will therefore require oversight and project management support from a lead agency and project manager(s), together with considerable engagement from an industry Advisory Group and/or working groups. These requirements are discussed in more detail in Section 5: Project Oversight and Sustainability.

The four strategies must also be carefully sequenced. For example, it will be important to ensure that the descriptions of the skills and competencies of entry-level and skilled production workers that are developed in Strategies #2 and #3 are built into the communication collateral developed under Strategy #1. The visual below provides a high-level view of sequencing related to the four strategies. More detailed strategy-specific timelines are included in the separate strategy descriptions found in the next sections.

High-level timelines for three-year Strategic Plan



In what follows, each of the four strategies is described in detail, with a focus on objectives, main strategic components, key activities, key outputs, and required resources and partnerships. The projected project budget for each strategy is presented in Section 6: Projected Project Budget.

Strategy #1: Awareness and communication activities

Objective: To make potential employees and career influencers aware of the opportunities in the VAW sector and to attract more workers into the sector through the development of targeted communication materials and activities. Target audiences include women, young people, people who self-identify as Indigenous, newcomers to Canada, and job seekers/career transitioners.

Stakeholders overwhelmingly agreed that there is a need to raise awareness about the sector and provide clearer communication around career options, training opportunities, and entry and advancement pathways. During follow-up interviews, smaller employers in particular stressed the importance of ensuring that awareness and communication activities are a means to an end, that is, that they are focused on attracting more qualified workers into the sector. Employers and employees feel that

there are opportunities to emphasize the environmental sustainability of the sector, the lifestyle and work/life balance the sector offers, and the sense of pride and ownership associated with a job well done. These and other messages are likely best communicated through a variety of online and print media, such as social media, videos, podcasts, and printable resources. In addition, there are lessons to be learned from comparable organizations. The communication campaign and website created by the Wood Industry Resource Collaborative (WIRC), a consortium of US-based wood associations,¹⁰ and the forest education website developed by the BC Council of Forest Industries (COFI)¹¹ provide useful examples of what is possible when a sector comes together to develop and share messages about working with wood.

To be most effective, communication materials and outreach efforts need to be tailored to specific audiences. A number of key target audiences are critical in this regard. Specifically, an outreach strategy should focus in part on groups that are under-represented in the workforce and from which there is significant opportunity to attract new workers. As noted in the 2018 research and the stakeholder engagement conducted more recently, these include women, young people, people who self-identify as Indigenous, newcomers to Canada, and job seekers/career transitioners. Each of these groups may require a distinct set of messages and a tailored outreach strategy. In this regard, outreach will be focused on target groups through tailored materials that focus on ensuring that people from these groups know they are welcome in the industry and by piloting outreach with target groups. In addition, during interviews, representatives of immigrant serving organizations and First Nations career counsellors stressed the need to engage experts from these communities when developing messaging and piloting outreach.

There are also opportunities to differentiate messaging and outreach depending on the type of worker the sector is trying to attract. For example, for skilled workers, messages related to growth opportunities, sustainability and craftsmanship may resonate, whereas lower-skilled workers may be more interested in the predictability of pay and hours, and the opportunity to live and work in their communities. Messaging for each sub-sector and the priority placed on promoting each sub-sector will be defined in the communications strategy and in consultation with an Advisory Group. For example, considerations may include which sub-sectors are growing and where there is likely to be the greatest return on investment in terms of employment.

Strategy components

There are three key components associated with Strategy #1. These include:

- A. Create a communications strategy and dissemination plan
- B. Produce communication/awareness collateral
- C. Disseminate this collateral and pilot an outreach initiative

¹⁰ See: <https://youwood.com/why-wood/>

¹¹ See: <https://www.cofi.org/forest-education/virtual-classroom/>

Each component will be implemented through a set of key activities, and produce key outputs with a view to achieving a set of overall outcomes. Strategy components, key activities, timeframes and responsibilities are described in the table below. A detailed description of specific actions and related effort estimates is provided in Appendix B.

| Strategy component A: Create a communications strategy and dissemination plan | | | |
|--|--|-----------|---|
| Key activities | Key outputs | Timeframe | Responsibilities |
| Undertake an environmental scan to identify relevant lessons learned from comparable organizations | 1. Summary report that details the scan of lessons learned along with recommendations for the sector | Year 1 | Communications firm with guidance and feedback back from an Advisory Group and a Project Manager |
| Develop a communications strategy and dissemination plan | 2. Communications strategy 3. Dissemination Plan | Year 1 | |
| Strategy component B: Produce communication/awareness collateral | | | |
| Key activities | Key outputs | Timeframe | Responsibilities |
| Develop a plan for building the communication/awareness content/collateral | 1. Content plan and identification of communication medium | Year 1 | Content Development firm with guidance from SMEs from target communities , and feedback from an Advisory Group and Project Manager |
| Produce communications/awareness materials for distribution to target audience | 2. Suite of printable web-based content has been produced (e.g., website content/pages, videos, podcasts, posters, etc) | Year 1 | |
| Keep this content updated | 3. Updated collateral | Year 2/3 | Project Manager |
| Strategy Component C: Disseminate this collateral and pilot an outreach initiative | | | |
| Key activities | Key outputs | Timeframe | Responsibilities |
| Execute the dissemination plan (e.g. share collateral via online presence, outreach) | 1. Dissemination to targeted audiences | Year 1 | Outreach Coordinator with guidance and feedback from an Advisory Group and Project Manager |
| Build an outreach pilot to take place in two communities, reaching four target audiences in each community | | Year 1 | |
| Pilot this outreach initiative in two communities | 2. Implementation of pilot of an outreach initiative 3. Report on pilots and lessons learned 4. Review of lessons and recommendations from pilot by the Advisory Group | Year 1 | |
| Based on pilot outcomes, continue outreach efforts to include additional communities | | Year 2 | |

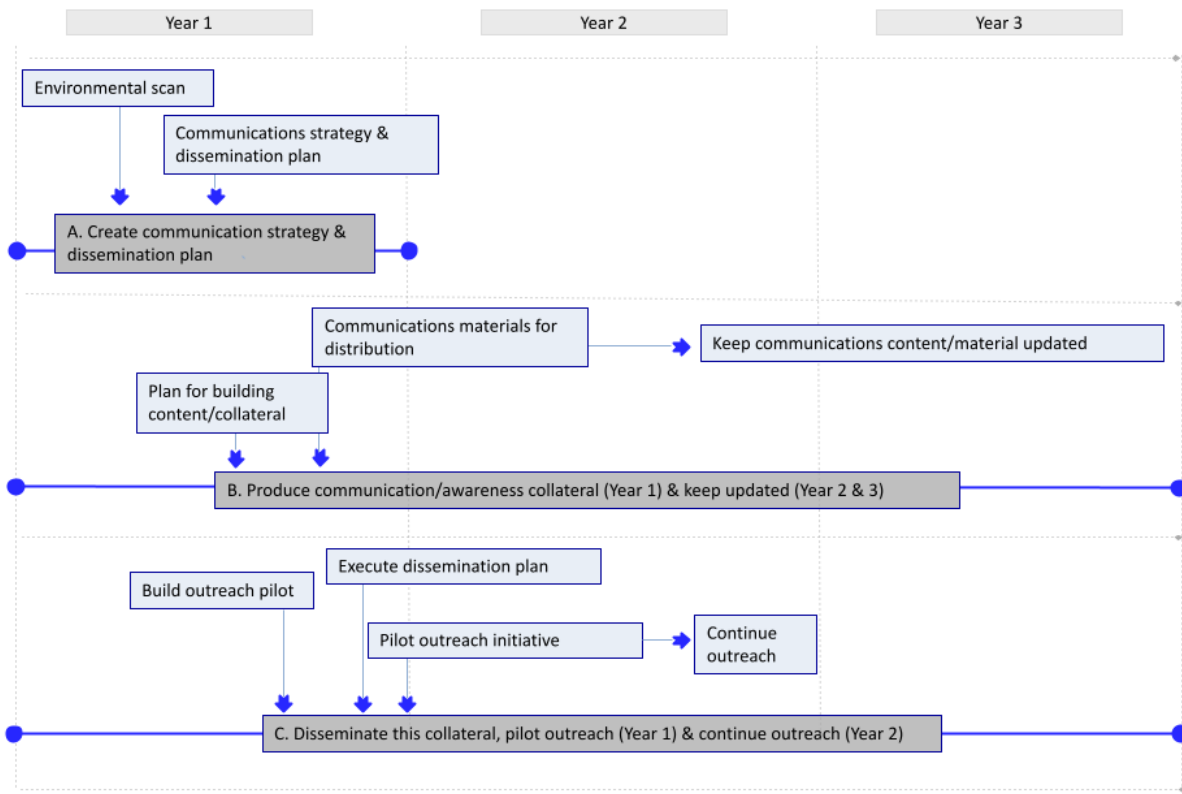
Key outcomes

If properly executed, a number of key outcomes are expected to be achieved through the implementation of Strategy #1.

| | |
|----------------|--|
| Overall | <ol style="list-style-type: none"> 1. The lead agency and employers have access to a communication strategy and dissemination plan. 2. Partner network has access to communications collateral and funding has been secured for continuous updates. 3. VAW collateral is distributed to key stakeholders. 4. Potential employees know about the VAW industry employment opportunities, particularly in the target groups – women, youth, newcomers to Canada, people who self-identify as Indigenous and job seekers/career transitions 5. Employers are experiencing an increase in applications from potential workers who were engaged with the communication collateral or outreach activities. |
|----------------|--|

Timeline

The strategy components and related key activities need to be carefully sequenced.



Oversight and project management resources

The following resources will be required to provide oversight and project management of Strategy #1:

Lead agency to:

- Ensure successful implementation of the Strategy
- Hire and oversee a project manager
- Create and engage with an Advisory Group
- Assume responsibility for the overall budget for the Strategy

Project manager to:

- Hire and oversee consultant resources
- Manage day-to-day operations, including budget
- Keep content and material updated

Advisory Group/industry-led working group to:

- Provide guidance and feedback on key outputs

Implementation resources

The following human and financial resources will be required to implement Strategy #1:

Communications firm to:

- Conduct research/outreach to comparable organizations and identify lessons learned for content, design, target audiences, outreach, updating of materials, career pathways examples, etc.
- Develop a communications strategy and dissemination plan

Content development firm to:

- Develop a plan for building content and coordinate/lead efforts to develop printable web-based content (e.g. website content/pages, videos, podcasts, posters, etc).

Community subject matter experts to:

- Advise on communication and awareness raising content that will respect and resonate with target audiences (i.e. First Nations and immigrant serving organizations)
- Organize focus groups/interviews with target audiences and ensure that feedback is incorporated into communication and awareness raising content.
- Provide guidance on design and implementation of outreach pilot that will engage target communities

Outreach coordinator to:

- Execute the dissemination strategy (e.g. share collateral via online presence and during outreach activities)
- Develop, implement and evaluate an outreach pilot initiative and develop recommendations to enhance/improve outreach and materials. Based on the pilot outcomes, continue outreach efforts to include additional communities

Communications activities will target specific audiences and may include:¹²

- Social media marketing and advertisements (Instagram, YouTube, Facebook, Twitter and LinkedIn)
- Search engine optimization (Google, Yahoo, Bing)
- 10 x 30-second videos to profile target groups and to demonstrate occupations and career paths across the sector
- 7 x podcast interviews with employees/employers in each sub-sector (1 per sub-sector)
- Development of print material (i.e. posters for career fairs)
- Web-page/website development
- TV and radio spots

Potential partners

There are a number of partners that may play a key role in helping to define and execute this strategy. These include School Districts, WorkBC (e.g. to include VAW roles/occupations in Career Trek video library, include VAW occupations in Explore Careers tool), newcomer serving organizations, First Nations community and employment organizations, the Career Education Society, post-secondary institutions, regional employers, and the US-based Wood Industry Resource Collaborative (WIRC), among others.

Strategy #2: VAW work-ready training

Objective: To develop a VAW work-ready training initiative to prepare workers to enter employment in the sector

Entry-level workers are difficult to attract and retain. Stakeholders across the sector have expressed considerable interest in developing a training program for entry-level workers as a means to attract new workers as well as screen out individuals for whom work in the sector may not be a good fit. During follow-up interviews, smaller employers were particularly supportive of the “screening out” function built into this kind of training.

¹² The specific communications activities and related content will be articulated in the communications strategy that will be developed under Strategy #1. The activities listed here are suggestions based on initial research and will be refined during implementation.

To build out this training and as a first key step, there is a need to develop an occupational profile that articulates the skills, competencies and abilities of a VAW entry-level worker and that can serve as the basis for the development of a training program. This requirement notwithstanding, during stakeholder interviews and Advisory Group meetings and brainstorming sessions, a number of initial areas of focus for entry-level training were identified. These include:

- Orientation to VAW (“VAW 101”)/commonalities and distinctions across sub-sectors
- Knowledge of wood
- Safety training on common wood manufacturing equipment
- Wood grade training
- Working with common VAW equipment
- Awareness of work environment and expectations of the workplace
- Site visits/field trips and employer introductions
- Basic math and measurement

Stakeholders stressed that the training should be relatively short in duration (e.g. three to four weeks in length) and should be easily customizable to different audiences and delivery partners, such as School Districts, WorkBC and other employment organizations, including those that serve First Nations and newcomer communities, and employment training points of contact in First Nations communities. To optimize adaptability, the foundational content/curriculum for this training could be developed by a lead agency and could be open-source. The content/curriculum could then be adapted or supplemented by the program delivery partners to meet the needs of employers, target audiences and specific communities (e.g. the training could be tailored to a sub-sector(s) where there are employers/job opportunities in the target community). Industry should lead this adaptation in collaboration with training providers/partners. Stakeholders noted the importance of ensuring that program delivery partners/training providers who are not familiar working with target communities/audiences (e.g. First Nations communities) receive appropriate cultural perspectives training. In addition, advances in virtual training (both the technology available and the general acceptance among employers and participants that virtual training is an effective training option) may open up opportunities to build hybrid models that could make this training more accessible to a range of participants.

Research and interviews revealed that there are a number of existing wood-related orientation/entry-level wood-related training programs that could be adapted to meet the identified needs of stakeholders. These include, for example: ¹³

- **WoodLINKS™** – a 240 hour industry-developed high school curriculum that provides wood manufacturing certificates for graduates, managed by the Wood Manufacturing Council¹⁴
- **Wood Employee Readiness Curriculum (WERC)** – an eight week pre-employment program for target and equity groups, managed by the Wood Manufacturing Council¹⁵

¹³ See Appendix C for a high-level overview of these programs.

¹⁴ See: <https://wmc-cfb.ca/program/woodlinks/>

¹⁵ See: <https://wmc-cfb.ca/program/werc/>

- **School Districts (e.g. the Rutland Senior Secondary forestry program in Kelowna)** – a 240 hour educational credential delivered through the school for high school students
- **Entry Level Forest Worker Program** – a 12-week funded program, delivered in class and in-field, developed by the BC Forest Safety Council

There may be opportunities to leverage the content, partnership ideas (e.g. with School Districts), delivery ideas and other elements of these and other programs to develop a customized initiative for VAW in BC. This requires coordination and leadership across the sector in order to build a training that will truly meet the needs of VAW employers. In addition, collating these existing training resources and making them easily accessible online is an additional value-add identified by employers.

Strategy components

There are three key components associated with this strategy. These include:

- Develop a VAW entry-level occupational profile
- Develop a training program profile, outline and curriculum
- Build, deliver and evaluate a pilot

Each component will be implemented through a set of key activities, and produce key outputs with a view to achieving a set of overall outcomes. Strategy components, key activities, timeframes and responsibilities are described in the table below. A detailed description of specific actions and related effort estimates is provided in Appendix B.

| Strategy component A: Develop a VAW entry-level occupational profile | | | |
|---|--|-----------|--|
| Key activities | Key outputs | Timeframe | Responsibilities |
| Create a training program development plan | 1. Training program development plan | Year 1 | Program Designer with insights from Subject Matter Experts and guidance and feedback from an Advisory Group and Project Manager |
| Undertake an environmental scan of relevant work-ready training and models and occupational profile across Canada and in two comparable jurisdictions | 2. Summary report of relevant training & occupational profiles | Year 1 | |
| Work with Advisory Group and Subject Matter Experts (SME) to create/ finalize profile | 3. Occupational profile of a BC entry-level VAW labourer | Year 1 | |
| Catalogue resources and make these available to employers ¹⁶ | 4. Online catalogue of training and occupational profile resources | Year 1 | |
| Keep profile and resources updated | | Year 2/3 | Project Manager/AG |
| Strategy component B: Develop a training program profile, outline and curriculum | | | |

¹⁶ These resources will be made available in the consolidated workforce development supports developed under Strategy #4.

| Key activities | Key outputs | Timeframe | Responsibilities |
|---|---|-----------|--|
| Develop program profile, outline and curriculum | 1. Program materials – profile, outline and learning resources | Year 1 | Program Designer with guidance and feedback from an Advisory Group and Project Manager |
| Develop a plan to keep this content updated | 2. Plan for keeping materials updated | Year 1 | |
| Update and revise curriculum on an annual basis | | Year 2/3 | Project Manager/AG |
| Strategy component C: Build, deliver and evaluate a pilot | | | |
| Key activities | Key outputs | Timeframe | Responsibilities |
| Develop a pilot to test the materials and delivery approach | 1. Pilot of training materials and a delivery approach | Year 2 | Program Designer with guidance and feedback from an Advisory Group and Project Manager |
| Deliver pilot to three communities and two School Districts (test with different audiences) | | Year 2 | |
| Evaluate the pilot and make recommendations for next steps | 2. Report on lessons learned and recommendations from the pilot 3. Training evaluation and sustainability plan | Year 2 | |

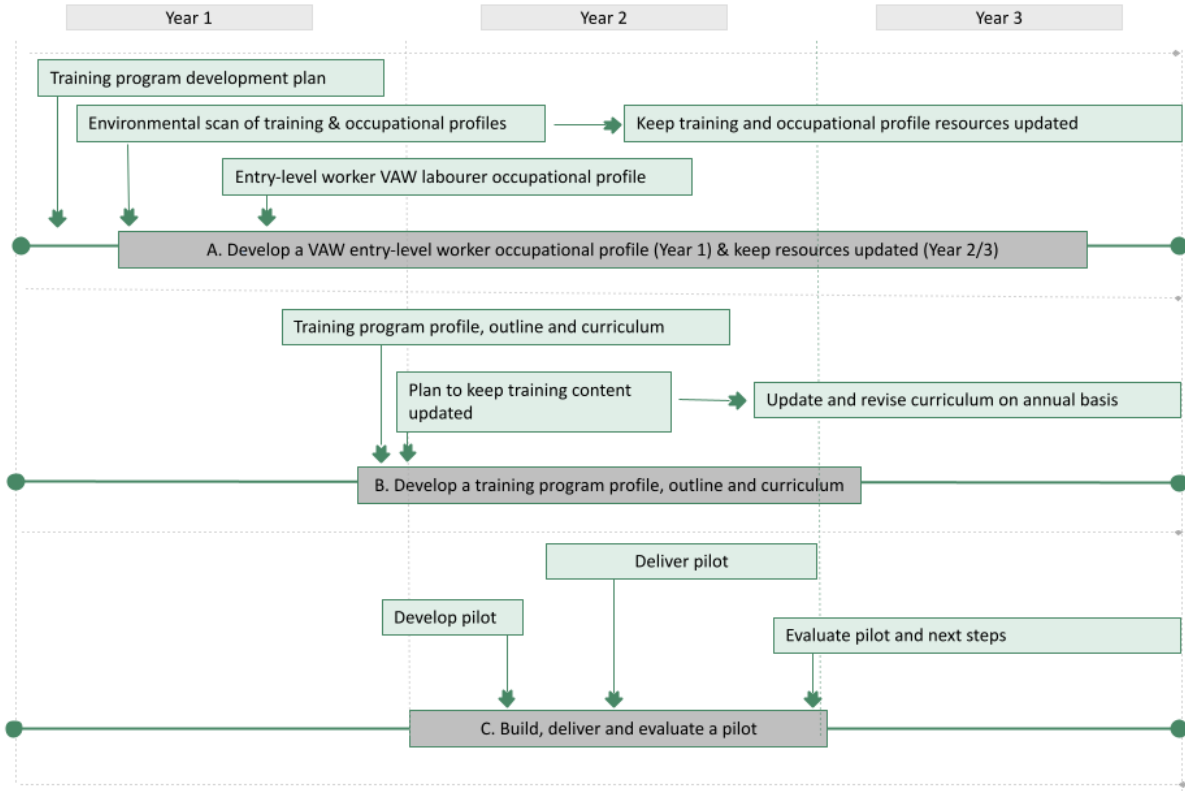
Key outcomes

If properly executed, a number of key outcomes are expected to be achieved through the implementation of Strategy #2.

| | |
|----------------|--|
| Overall | <ol style="list-style-type: none"> 1. Stakeholders have access to information about existing training and to an entry-level worker occupational profile. 2. Lead agency has access to a training program development plan. 3. Lead agency/Advisory Group/approved training partners have access to program profile, outline and learning materials. 4. Training materials are ready for public use. 5. Five training partners have delivered the program. 6. Graduates of the training are employed in the sector. 7. Employers state that there is an increase in employees' productivity and less occurrence of employees quitting in the first few weeks on the job. |
|----------------|--|

Timeline

The strategy components and related key activities need to be carefully sequenced.



Oversight and project management resources

The following resources will be required to provide oversight and project management of Strategy #2:

Lead agency to:

- Ensure successful implementation of the Strategy
- Hire and oversee a project manager
- Create and engage with an Advisory Group
- Assume responsibility for the overall budget for the Strategy

Project manager to:

- Hire and oversee consultant resources
- Manage day-to-day operations, including budget

- Keep content and material updated

Advisory Group/industry-led working group to:

- Provide guidance and feedback on key outputs

Implementation resources

The following additional human and financial resources will be required to implement Strategy #2:

Program Designer to:

- Build a training program plan.
- Undertake a scan to identify wood-related and other relevant work ready training initiatives and useful occupational profiles, and develop a summary report that evaluates resources that may be useful. Catalogue existing resources, and develop a web-page to host these materials.
- Together with subject matter experts, develop an entry-level worker occupational profile
- Develop, implement and evaluate a training pilot in three communities and two School Districts. Make recommendations for next steps, and develop an evaluation and sustainability plan.

Subject Matter Experts to:

- Participate in a workshop to define occupational profile

Pilot delivery costs that include: location, identification of training partner, participant recruitment, instructor recruitment, selection of facility, safety equipment and consumable materials for five pilots.

Potential partners

There are a number of partners that may play a key role in helping to define and execute this strategy. These include School Districts (e.g. bolt training onto existing courses), WorkBC, organizations that serve newcomers to Canada, First Nations community and employment organizations, employers, employment training points of contact in First Nations communities, Skills Ready, and regional employers, among others.

Strategy #3: VAW skilled worker training

Objective: To enhance training for skilled production workers and to provide employers with access to just-in-time training to increase productivity and facilitate growth

Despite its diversity, employers, training providers and other stakeholders identified two training gaps that appear to be common across the sector and that, to be effectively addressed, require an organized and collaborative sector-wide approach. These include training for skilled production workers and just-in-time gap training.

Training for skilled production workers

As with the entry-level worker, the sector has an opportunity to develop an occupational profile for a skilled production worker that outlines the key skills, abilities, and competencies required by this position. Interviews with employers and employees and engagement with the Advisory Group confirmed that the skilled production worker occupation is common across all sub-sectors and that this occupation shares a set of skills and abilities. This occupational profile could then be used as the basis for developing a curriculum framework for skilled production worker training. This is a different approach than the strategy proposed for entry-level workers (i.e. Strategy #2) insofar as this strategy would aim to develop a framework for training, not a full training program. This approach is based on feedback from training providers who feel that they could leverage the occupational profile and curriculum framework to build a program that is customized to their particular training site and that can utilize existing infrastructure. This approach would also create more flexibility to tailor the training to the specificities of a particular sub-sector and to available employment opportunities. As with Strategy #2, virtual training options may make this and the just-in-time work-based training described in the section below more easily accessible to a broader range of participants.

Just-in-time work-based training

Employers across the sector want quick access to on-site training to fill an immediate need or gap. A number of employers also noted that they need support to identify training gaps and access trainers who can help address these gaps. A common observation across stakeholder groups is that specialized trainers are in short supply. A significant value-add of this strategy would be the development of a network of trainers that employers can access, including by drawing on retired or current employees with specific expertise, as well as the development of a train-the-trainer model.

Strategy components

There are three key components associated with this strategy. These include:

- A. Develop a VAW skilled production worker occupational profile
- B. Develop a curriculum framework for VAW skilled production worker training
- C. Develop a model for just-in-time work-based training assessment and delivery

Each component will be implemented through a set of key activities, and produce key outputs with a view to achieving a set of overall outcomes. Strategy components, key activities, timeframes and responsibilities are described in the table below. A detailed description of specific actions and related effort estimates is provided in Appendix B.

| Strategy component A: Develop a VAW skilled production worker occupational profile | | | |
|--|---|-----------|--|
| Key activities | Key outputs | Timeframe | Responsibilities |
| Undertake an environmental scan of existing occupational profiles and related training that focuses on developing the skills and competencies identified in the occupational profile (including Canadian jurisdictions and economics that depend on wood), create a catalogue and build a web-page for hosting content | 1. Summary report on occupational profiles and training 2. Catalogue of existing occupational profiles and training | Year 1 | Program Designer with guidance and feedback from an Advisory Group and Project Manager |
| Keep scan of training & profiles up-to-date | | Year 2/3 | Project Manager |
| Work with Subject Matter Experts (SME) and Advisory Group to create an occupational profile of a skilled production worker, including required skills, competencies and abilities & build a plan to develop program materials | 3. Occupational profile of a BC VAW skilled production worker 4. A plan to develop VAW skilled production worker program materials | Year 1 | Program Designer with SMEs and with guidance and feedback from an Advisory Group and Project Manager |
| Keep profile and resources updated | | Year 2/3 | Project Manager |
| Strategy component B: Develop a curriculum framework for skilled production worker training | | | |
| Key activities | Key outputs | Timeframe | Responsibilities |
| Develop a curriculum framework | 1. Draft curriculum framework | Year 1 | Program Designer with SMEs and with guidance and feedback from an AG/PM |
| Review and validate curriculum framework | 2. Validated curriculum framework | Year 1 | |
| Strategy component C: Develop a model for just-in-time work-based training assessment and delivery | | | |
| Key activities | Key outputs | Timeframe | Responsibilities |
| Undertake a scan of just-in-time training supports and gaps | 1. Report on available training supports | Year 1 | Program Designer |
| Collect/collate this info, and make it accessible to employers online | | Year 1 | |
| Keep scan up to date | | Year 2/3 | |
| Develop an assessment and gap training approach for just in-time work-based training | 2. Assessment and gap training approach | Year 1 | Program Designer with guidance and feedback from AG/PM |
| Pilot the assessment and gap training approach with 10 employers and 20 employees & deliver training to 5 to 10 of these employers and | 3. Report and recommendations from pilot | Year 1 | Approved Trainer to deliver pilot with Program Designer evaluating pilot outcomes |

| | | | |
|--|--|----------|--|
| relevant employees | | | |
| Based on the outcomes of the pilot, undertake a sector wide needs and gaps analysis for a just-in-time training support initiative across the sector & identify trainers who could participate in a future network | 4. Model of trainer network established and available through the lead agency 5. Needs and gaps analysis report | Year 1 | Program Designer with guidance and feedback from an Advisory Group and Project Manager |
| Identify resources required to maintain network | | Year 2/3 | Project Manager |

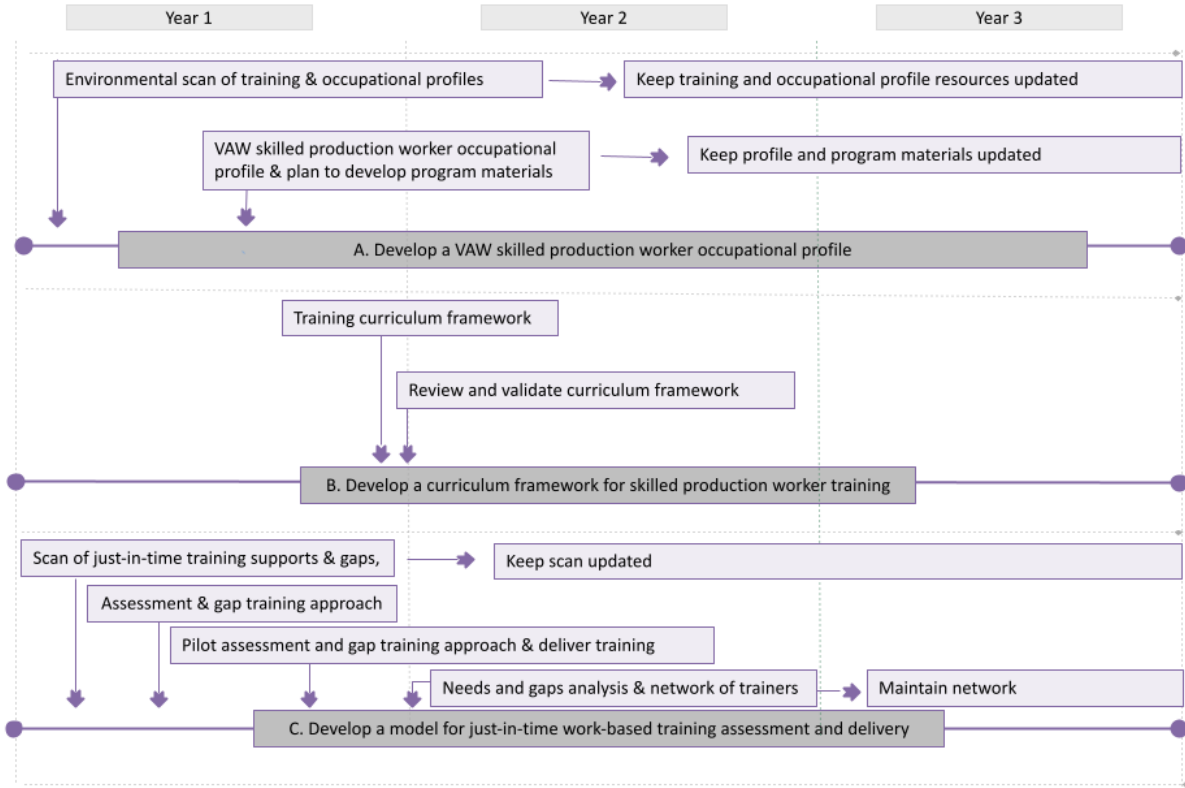
Key outcomes

If properly executed, a number of key outcomes are expected to be achieved through the implementation of Strategy #3.

| | |
|----------------|--|
| Overall | <ol style="list-style-type: none"> 1. Stakeholders have access to a BC VAW skilled production worker occupational profile. 2. Industry and post-secondary institutions have access to BC VAW skilled production curriculum framework. 3. Employers have tested the assessment and gap training model. 4. Participating employers state there is an increase in employees' productivity and retention. 5. Employers have access to assessment and gap training support for just-in-time, on-site training. |
|----------------|--|

Timelines

The strategy components and related key activities need to be carefully sequenced.



Oversight and project management resources

The following resources will be required to provide oversight and project management of Strategy #3:

Lead agency to:

- Ensure successful implementation of the Strategy
- Hire and oversee a project manager
- Create and engage with an Advisory Group
- Assume responsibility for the overall budget for the Strategy

Project manager to:

- Hire and oversee consultant resources
- Manage day-to-day operations, including budget

- Keep content and material updated

Advisory Group/industry-led working group to:

- Provide guidance and feedback on key outputs

Implementation resources

The following additional human resources will be required to implement Strategy #3:

Program Designer to:

- Undertake an environmental scan of existing occupational profiles and related training that focuses on developing the skills and competencies identified in the occupational profile. On the basis of this scan, identify the gaps in available programs/training. Create a catalogue of existing occupational profiles and training and create a web-page for hosting content.
- Together with subject matter experts, develop an occupational profile for a VAW skilled production worker.
- Together with subject matter experts, develop a curriculum framework for a VAW skilled production worker (program profile and outline).
- Conduct an environmental scan of funding supports and options available to support employers with work-based training. Collate and organize this information and upload content on a web-page.
- Develop a work-based training assessment and a gap training approach for just-in time training. Evaluate the delivery of just-in-time/gap training, and make recommendations to be considered for operationalization of the concept, including a train-the-trainer model.
- Design and execute a needs and gaps analysis to better understand the need for a training support initiative tailored to BC VAW across the sector.
- Identify and build a network of trainers to deliver training.

Approved Trainer to:

- Pilot a training assessment with 10 employers and 20 employees, conduct training with 5 employers, create a list of trainers and connect other employers to trainers for gap training.

Subject Matter Experts (skilled production worker occupational profile) to:

- Participate in a workshop to define skilled production worker occupational profile

Subject Matter Experts (curriculum framework development) to:

- Participate in a workshop to build a skilled production worker curriculum framework

Potential partners

There are a number of partners that may play a key role in helping to define and execute this strategy. These include post-secondary institutions and other training providers, employers, industry, and retired and current employees with expertise (to deliver training), among others. A number of employers have already expressed interest in receiving this training support.

Strategy # 4: VAW workforce development supports

Objective: To help employers access and leverage workforce development support and best practices to meet their business development goals

Employers from across the sector and representing all business sizes feel there is a need for more robust human resource (HR) and broader workforce development support. Discussion with employers identified a number of high opportunity areas that would benefit from a coherent, cross-sector strategy. First, employers, particularly smaller ones, would value having quick and easy access to a set of collated and curated workforce development tools (e.g. pre-employment screening resources, a template for developing an employee code of conduct, tips on fair termination, etc). These resources typically exist elsewhere¹⁷ but employers would find value in having them stored in one place as well as having better access to resources that are particularly relevant for the VAW sector (e.g. safety on the job, managing stress, addressing substance use, etc). Stakeholders also pointed to the need for VAW-specific HR support (e.g. a professional familiar with hiring practices for a plant environment, knowledge of specific skills and safety concerns associated with manufacturing wood, etc).

Some employers already contract HR specialists to help solve an immediate problem or provide specific advice. These specialists can be expensive and, in some cases, hard to find. The sector could play a role in building, curating and making available a database of HR and workforce development specialists that are in demand across employers. For some employers, particularly larger ones, these supports would be sufficient to meet their needs, particularly if they had access to innovative workforce development tools, such as leading practices to enhance diversity and inclusion in the workforce. During interviews, for example, a number of employers identified opportunities to enhance retention among target groups that could be shared across the sector, including for example accommodation practices (e.g. longer bereavement leave for First Nations employees; prayer time/space for Muslim employees; light systems for hard of hearing employees; and flexible work schedules to accommodate younger people who are still in school) and respectful workplan policies that include a commitment to zero tolerance for bullying/harassment.

Other employers, particularly smaller ones, noted that they would benefit from more focused one-on-one coaching, potentially delivered virtually, to help them identify their workforce challenges and to find tools and expertise to address them. For example, for those employers that are experiencing high turnover among entry-level workers, feedback from employee interviews around the need to clearly

¹⁷ See for example the Canadian Federation of Independent Businesses [website](#).

communicate the challenges related to the work in job advertisements and interviews and to help entry-level employees develop career pathways to more desirable work (see Section 3.2 above) point to opportunities for this coaching to help bridge potential gaps between employer and employee priorities and perspectives, as relevant. If considered useful, industry could invest in this kind of support to increase the number of employers served as well as access a broad range of funding.

Strategy components

There are three key components associated with this strategy. These include:

- A. Collect, curate and publish common workforce development resources
- B. Build and curate a database of applicable workforce development supports
- C. Pilot a one-on-one workforce and skills development coaching initiative

Each component will be implemented through a set of key activities, and produce key outputs with a view to achieving a set of overall outcomes. Strategy components, key activities, timeframes and responsibilities are described in the table below. A detailed description of specific actions and related effort estimates is provided in Appendix B.

| Strategy component A: Collect, curate and publish common workforce development resources | | | |
|--|--|-----------|--|
| Key activities | Key outputs | Timeframe | Responsibilities |
| Hold a VAW HR SME meeting to identify commonly used and required workforce development tools | | Year 1 | Human Resource Consultant with HR VAW SMEs and guidance and feedback from an Advisory Group and Project Manager |
| Collect tools/information for employers related to successful practices around recruitment, retention, training and workforce development support. | | Year 1 | Human Resource Consultant with HR VAW SMEs and guidance and feedback from an Advisory Group and Project Manager |
| Collate this material, make it available online and promote it | 1. Toolkit of existing workforce development resources for VAW employers | Year 1 | Human Resource Consultant |
| Keep workforce development tools up-to-date and continue to promote them via the lead agency and other connected channels | | Year 2/3 | |
| Strategy component B: Build and curate a database of applicable workforce development supports | | | |
| Key activities | Key outputs | Timeframe | Responsibilities |

| | | | |
|---|--|------------------|---|
| Undertake a needs assessment of workforce development support required by employers | 1. Summary report of workforce development supports required by employers | Year 1 | Human Resource Consultant with guidance and feedback from an Advisory Group and Project Manager |
| Build a database of contact information of workforce development specialists | 2. A database of workforce development specialists | Year 1 | |
| Keep database updated | | Year 2/3 | Project Manager |
| Strategy component C: Pilot a one-on-one workforce and skills development coaching initiative | | | |
| Key activities | Key outputs | Timeframe | Responsibilities |
| Develop a pilot coaching model / process for outreach to employers ¹⁸ | | Year 1 | Human Resource Consultant with guidance and feedback from an Advisory Group and Project Manager |
| Implement pilot for one-on-one workforce and skills development coaching for 10 smaller employers | 1. Awareness among employers of workforce and skills development best practices 2. Report on lessons learned and recommendations from pilot 3. Workforce development coaching model (developed and tested) | Year 1 | |
| Identify a sustainability(e.g. sufficient funding) approach and a development model that can be operationalized | 4. Employers have access to coaching as needed | Year 2 | |

Outcomes

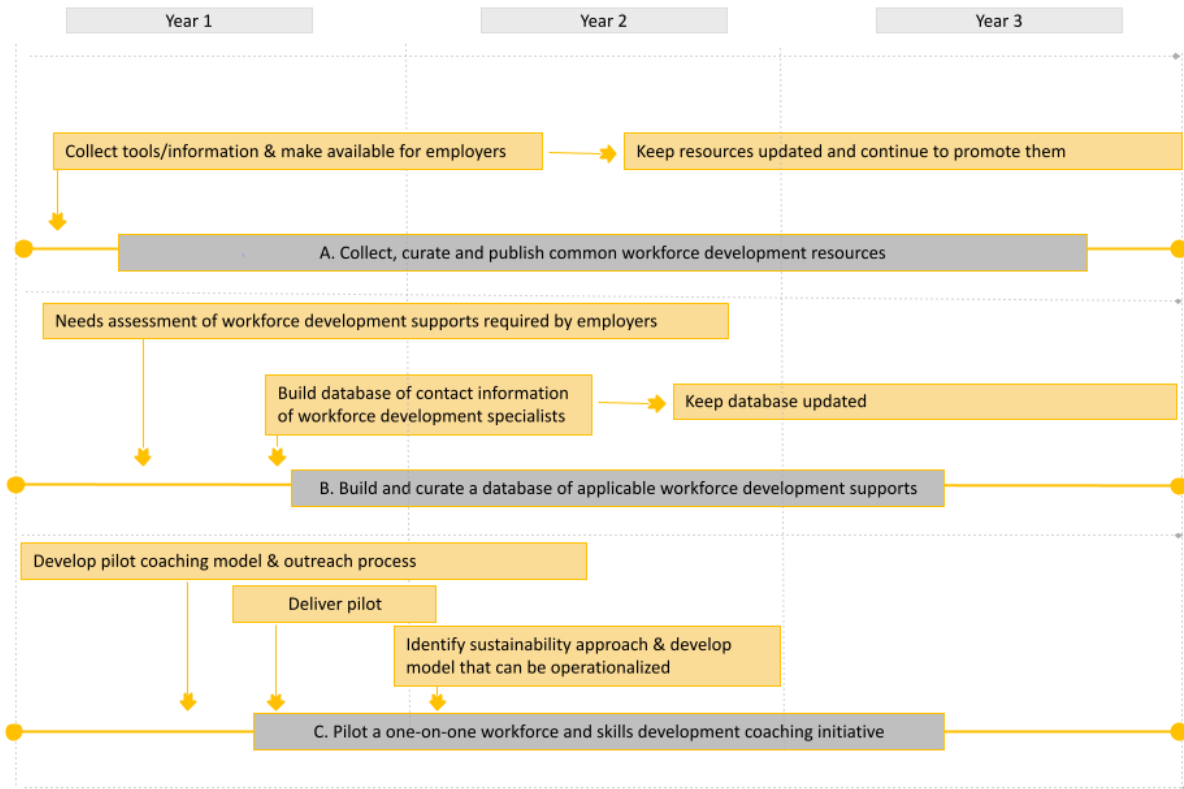
If properly executed, a number of key outcomes are expected to be achieved through the implementation of Strategy #4.

| | |
|----------------|---|
| Overall | <ol style="list-style-type: none"> 1. Workforce development best practices materials are available to employers. 2. Employers have access to workforce development specialists. 3. Employers are aware of and have access to workforce coaching to help them meet their business development goals. 4. Better HR practices improve employee satisfaction and lead to better retention rates. 5. Employers are experiencing better outcomes from their workforce development efforts. |
|----------------|---|

¹⁸ The gap training assessment developed under Strategy #3 will be included in this process

Timelines

The strategy components and related key activities need to be carefully sequenced.



Oversight and project management resources

The following resources will be required to provide oversight and project management of Strategy #4:

Lead agency to:

- Ensure successful implementation of the Strategy
- Hire and oversee a project manager
- Create and engage with an Advisory Group
- Assume responsibility for the overall budget for the Strategy

Project manager to:

- Hire and oversee consultant resources
- Manage day-to-day operations, including budget

- Keep content and material updated

Advisory Group/industry-led working group to:

- Provide guidance and feedback on key outputs

Implementation resources

The following additional human resources will be required to implement Strategy #4:

Human resources consultant to:

- Identify useful workforce development support tools, together with subject matter experts, and create a search and evaluation rubric.
- Undertake a scan of workforce development tools and best practices, evaluate, collate, and organize these tools/best practices, promote these tools among employers and make them available in an online toolkit.
- Undertake a needs analysis of workforce development specialist supports that employers would find useful and document findings.
- Develop, deliver and evaluate a pilot of one-on-one coaching support with 10 smaller employers across the sector. Make recommendations about next steps and build a sustainability plan.

Subject Matter Experts (HR VAW specialists) to:

- Participate in a workshop to identify commonly used and required workforce development tools

Potential partners

There are a number of partners that may play a key role in helping to define and execute this strategy. These include: human resources specialists, Chartered Professionals of Human Resources in BC & Yukon, employers, and BC Wood, among others.

5. Project oversight and sustainability

Moving forward, the implementation of this VAW Workforce Development Strategic Plan will require the support and leadership of a **lead agency**¹⁹ to ensure that all four strategies are successfully implemented over the three-year period and to encourage strong and consistent engagement from industry. The lead agency will also be responsible for managing the budget related to this Strategic Plan and hiring and overseeing project management resources. The lead agency will have ultimate responsibility for the implementation of the Strategic Plan and for the sustainability of its outcomes.

¹⁹ BC Wood may play the role of lead agency. However, a decision in this regard would require approval from BC Wood's Board of Directors.

Each strategy will require project management support from a dedicated **project manager**. The project manager(s) will be responsible for hiring and overseeing consultant resources, managing day-to-day operations, including budgets, and keeping content and material updated, as per the needs of each strategy.

The success of the strategies will depend on the active engagement of **an industry-led Advisory Group or related working groups**. The Advisory Group will provide guidance and feedback around various strategy outputs. It is expected that Advisory Group time will be an in-kind contribution to the Strategic Plan. The Advisory Group will be made up of industry and SME stakeholders. Meetings will occur on a bi-monthly basis, at a minimum. A terms of reference will be created that outlines the roles and responsibilities of the Advisory Group. It is anticipated there may be working groups that may include members of the Advisory Group and/or SMEs. A terms of reference will be developed for each working group that is required to support the project outcomes.

In addition, to help ensure that these strategies can be implemented sustainably, a number of potential funding sources for each Strategy have been identified. These are summarized in the table here. The next section provides details related to the project project budget.

| Strategy | Potential funding sources |
|---|---|
| Strategy#1: Awareness and Communication Activities | Potential funding sources for this strategy include the SLMP program of the Ministry of Advanced Education and Skills Training, WorkBC (for support with developing career pathway resources such as videos), other relevant Ministries, in-kind contributions from an Advisory Group. |
| Strategy 2: VAW Work-ready Training | Potential funding sources for this strategy include the SLMP program of the Ministry of Advanced Education and Skills Training, WorkBC (e.g. community response grant), other relevant Ministries, delivery/training partners, training participants, industry and in-kind contributions from an Advisory Group. |
| Strategy 3: Skilled Worker Training | Potential funding sources for this strategy include the SLMP program of the Ministry of Advanced Education and Skills Training, WorkBC (e.g. Employer Training Grant, community response grant), other relevant Ministries, the Federal Government (e.g. Union Training and Innovation Program), industry and in-kind contributions from an Advisory Group. |
| Strategy 4: VAW Workforce Development Supports | Potential funding sources for this strategy include the SLMP program of the Ministry of Advanced Education and Skills Training, other relevant Ministries, participating employers and Advisory Group members (in-kind contribution). |

6. Projected project budget

Overall, the projected three-year project budget (direct costs) for this Strategic Plan is approximately \$1,340,000.²⁰ If in-kind costs (i.e. Advisory Group time) are included, the total projected three-year project budget is approximately \$1,390,000. More details related to this budget by strategy are provided in the visuals here.²¹

Total Projected Project Budget by Year

| | Year 1 | Year 2 | Year 3 | Total |
|----------------------------------|---------------|---------------|--------------|-----------------|
| YEAR TOTALS | \$ 835,201.50 | \$ 494,445.00 | \$ 60,795.00 | \$ 1,390,441.50 |
| YEAR TOTALS (w/o in-kind) | \$ 806,851.50 | \$ 477,645.00 | \$ 55,895.00 | \$ 1,340,391.50 |

Strategy #1: Awareness and Communication Three-Year Projected Project Budget

| | Year 1 | Year 2 | Year 3 | Total |
|---|----------------------|---------------------|---------------------|----------------------|
| Strategy 1: Awareness & Communication | | | | |
| A. Create a communications strategy and dissemination plan | \$ 43,102.50 | \$ - | \$ - | \$ 43,102.50 |
| B. Produce communication/awareness collateral | \$ 338,415.00 | \$ - | \$ - | \$ 338,415.00 |
| C. Disseminate this collateral and pilot an outreach initiative | \$ 8,484.00 | \$ 47,040.00 | \$ 11,025.00 | \$ 66,549.00 |
| TOTAL | \$ 390,001.50 | \$ 47,040.00 | \$ 11,025.00 | \$ 448,066.50 |
| TOTAL (w/o in-kind) | \$ 384,401.50 | \$ 44,240.00 | \$ 11,025.00 | \$ 439,666.50 |

²⁰ This number and year-over-year numbers are rounded and do not include in-kind costs (i.e. time commitment of an Advisory Group/working groups).

²¹ A detailed costing model will be delivered to the Ministry in the form of an Excel workbook.

Strategy #2: VAW Work-Ready Training Three-Year Projected Project Budget

| | Year 1 | Year 2 | Year 3 | Total |
|---|----------------------|----------------------|---------------------|----------------------|
| Strategy 2: VAW Work-Ready Training | | | | |
| A. Develop a VAW entry-level occupational profile | \$ 89,355.00 | \$ 2,205.00 | \$ 2,205.00 | \$ 93,765.00 |
| B. Develop a training program profile, outline and curriculum | \$ 123,900.00 | \$ 2,940.00 | \$ 2,940.00 | \$ 129,780.00 |
| C. Build, deliver and evaluate a pilot | \$ - | \$ 311,745.00 | \$ 11,025.00 | \$ 322,770.00 |
| TOTAL | \$ 213,255.00 | \$ 316,890.00 | \$ 16,170.00 | \$ 546,315.00 |
| TOTAL (w/o in-kind) | \$ 201,005.00 | \$ 307,090.00 | \$ 11,270.00 | \$ 519,365.00 |

Strategy #3: VAW Skilled Working Three-Year Projected Project Budget

| | Year 1 | Year 2 | Year 3 | Total |
|---|----------------------|----------------------|---------------------|----------------------|
| Strategy 3: VAW Skilled Worker Training | | | | |
| A. Develop a VAW skilled production worker occupational profile | \$ 77,542.50 | \$ - | \$ - | \$ 77,542.50 |
| B. Develop a curriculum framework for skilled production worker training | \$ - | \$ 96,915.00 | \$ - | \$ 96,915.00 |
| C. Develop a model for just-in-time work-based training assessment and delivery | \$ 60,900.00 | \$ 5,250.00 | \$ 16,275.00 | \$ 82,425.00 |
| TOTAL | \$ 138,442.50 | \$ 102,165.00 | \$ 16,275.00 | \$ 256,882.50 |
| TOTAL (w/o in-kind) | \$ 135,642.50 | \$ 97,965.00 | \$ 16,275.00 | \$ 249,882.50 |

Strategy #4: VAW Workforce Development Supports Three-Year Projected Project Budget

| | Year 1 | Year 2 | Year 3 | Total |
|---|---------------------|---------------------|---------------------|----------------------|
| Strategy 4: Workforce development supports | | | | |
| A. Collect, curate and publish common workforce development resources | \$ 51,187.50 | \$ 6,300.00 | \$ 6,300.00 | \$ 63,787.50 |
| B. Build and curate a database of workforce development specialists | \$ 16,905.00 | \$ - | \$ 11,025.00 | \$ 27,930.00 |
| C. Pilot one-on-one workforce and skills development coaching program | \$ 25,410.00 | \$ 22,050.00 | \$ - | \$ 47,460.00 |
| TOTAL | \$ 93,502.50 | \$ 28,350.00 | \$ 17,325.00 | \$ 139,177.50 |
| TOTAL (w/o in-kind) | \$ 85,802.50 | \$ 28,350.00 | \$ 17,325.00 | \$ 131,477.50 |

Significant investment in this Strategic Plan is critical. However, given the scale of the workforce challenges facing employers and the additional pressures that may come with the potential growth of the sector, this Strategic Plan should be seen as an initial investment in a more robust sector-wide effort to meet employers' most pressing workforce needs.

7. Evaluation framework

Throughout the duration of the *VAW Workforce Development Strategic Plan* implementation, formative evaluation activities will be applied for the purposes of collecting project information that can be shared with and inform the lead agency, project team and Advisory Group as to the status of all project components. Both qualitative and quantitative data will be collected to evaluate the ongoing results of the project activities to assist the project team in monitoring the inputs, outcomes and impacts of the actions/tactics.

The following details the framework that will be utilized to develop a monitoring and evaluation plan at the start of the implementation project.

Project Outcomes to Be Measured/Key Performance Indicators

Strategy #1: Awareness and Communication Activities

1. The lead agency and employers have access to a communication strategy and dissemination plan.

2. Partner network has access to communications collateral and funding has been secured for continuous updates.
3. VAW collateral is distributed to key stakeholders.
4. Potential employees know about the VAW industry employment opportunities, particularly in the target groups – women, youth, newcomers to Canada, people who self-identify as Indigenous and job seekers/career transitions
5. Employers are experiencing an increase in applications from potential workers who were engaged with the communication collateral or outreach activities.

Strategy #2: VAW Work-Ready Training

1. Stakeholders have access to information about existing training and to an entry-level worker occupational profile.
2. Lead agency has access to a training program development plan.
3. Lead agency/Advisory Group/approved training partners have access to program profile, outline and learning materials.
4. Training materials are ready for public use.
5. Five training partners have delivered the program.
6. Graduates of the training are employed in the sector.
7. Employers state that there is an increase in employees' productivity and less occurrence of employees quitting in the first few weeks on the job.

Strategy #3: VAW Skilled Worker Training

1. Stakeholders have access to a BC VAW skilled production worker occupational profile.
2. Industry and post-secondary institutions have access to BC VAW skilled production curriculum framework.
3. Employers have tested the assessment and gap training model.
4. Participating employers state that there is an increase in employees' productivity and retention.
5. Employers have access to assessment and gap training support for just-in-time, on-site training.

Strategy #4: VAW Workforce Development Supports

1. Workforce development best practices materials are available to employers.
2. Employers have access to workforce development specialists.
3. Employers are aware of and have access to workforce coaching to help them meet their business development goals.
4. Better HR practices improve employee satisfaction and lead to better retention rates.
5. Employers are experiencing better outcomes from their workforce development efforts.

Evaluation Approach/Measuring Success

Two types of evaluation activities are proposed to both assess and gauge the effectiveness of the implementation plan against its stated aims throughout the implementation period. Evaluation tools will be developed as part of the workplan development phase of the implementation project.

1. Formative evaluation is proposed to monitor, review, and report on how the implementation is proceeding against the plan and to identify areas for improvement during the project timeframe.

The scope of the formative evaluation will gather information and report and make recommendations on the following questions:

- Is the project team providing sufficient oversight to the project and communication with the Advisory Group to ensure adequate feedback and input are received?
- Is each strategy being implemented as per the plan and its resources are being used effectively?
- Are the project deliverables being delivered on time and in the quality expected by the funding partner?
- Is there improvement to oversight, management or implementation activities that could be made?

A summary of activities will be submitted to the lead agency and Advisory Group at three-month intervals with an interim progress report submitted to the funding partner at six-month intervals.

2. Summative evaluation is proposed to assess the overall performance of the Strategic Plan against the expected outcomes. The summative evaluation report will reflect the learning to date, include recommendations from formative evaluation, and report on summative evaluation activities. It will be completed six weeks after the project is complete and will be delivered to the Advisory Group for review and approval.

Summative evaluation will assess the overall effectiveness of the Strategic Plan and its implementation against the expected outcomes. The evaluation report will detail information on the impact and make recommendations for future activities along with a sustainability plan for those activities that may continue past the implementation phase.

The scope of the summative evaluation will include a variety of data collection methods that will answer the following questions:

Strategy #1: VAW Awareness and Communication Activities

- Did the communication strategy result in collateral that is being used by employers and stakeholders to inform potential workforce participants of the employment opportunities in the VAW sector?
- Have VAW employers (300), career influencers (500) and other stakeholders (90) been contacted and made aware that the collateral is available for their use?
- Have two outreach pilots been completed and have 300 people, including from key target groups (indigenous, women, and newcomers to Canada) participated?
- Was there an increase in employment applications that could be traced back to the communication and community outreach activities?
- Was there an increase in target group participation that is attributed to communications and outreach activities?
- Based on the evaluation and direction established by the Advisory Group has a sustainability plan been established to update communication collateral and operationalize community outreach activities?

Strategy #2: VAW Work-Ready Training

- Is the VAW entry level worker profile available for use by employers and stakeholders?
- Are the VAW entry-level/new worker training materials and accompanying curriculum being used by community trainers?
- Are the training materials accompanying curriculum being used and/or adapted by the K-12 system?
- Did the three pilots offer training to 60 to 70 participants and did the pilots include a mix of participants for the target groups?²²
- Were trainers and participants satisfied with the training?
- Have the training materials been revised based on the feedback of the trainers and program participants?
- Did 50% of the pilot participants gain employment in the VAW sector? (For students in Grade 11, this would be measured following the completion of highschool.)
- Were those hired out of the program satisfied that the VAW Work-Ready Training assisted them to find and maintain employment?
- Were employers who hired program completers satisfied with the quality of the recruit?
- Based on the evaluation and direction established by the Advisory Group, has a sustainability model been developed along with a plan to support those delivering the VAW entry-level/new worker training program.

Strategy #3: VAW Skilled Worker Training

- Is the VAW Skilled Production Worker occupational profile complete and posted on the lead agency website?
- Has the VAW Skilled Production Worker occupational profile and curriculum framework been used by employers and/or training providers to develop regular delivery training (post-secondary institutions, private, k-12)?
- Was the gap training assessment model for just in time work-based training developed and tested with 10 employers and 20 employees?²³
- Did five employers receive training?
- Was the VAW Skilled Production Worker occupational profile and curriculum framework used to assist with identification of gaps and to develop gap training (just-in-time training)?
- Were both employees and employers satisfied with the increase in productivity and ability for employers to retain/maintain employees.
- Based on the evaluation and direction established by the Advisory Group, has a sustainability model been developed along with a plan to operationalize the just in time training model?

²² Targets are aligned with other pilots that have been run under the SLMP project. (These targets also help ensure alignment with the projected project budget.

²³ Previous experience suggests that 10 employers and 20 employees are a reasonable number of people to test the approach.

Strategy #4: VAW Workforce Development Supports

- Are the VAW workforce development successful practices materials available to employers via a database that is available online?
- BC Wood membership and membership of related associations (e.g. ILMA) have received notification of their location on the host website.
- Have employers provided feedback that they are satisfied with the resources and 15 employers have used at least one resource to support their HR practices?²⁴
- Has a database of workforce development specialists been curated and have employers been informed of its availability on the host website for employers to access?
- Have employers provided feedback that they are satisfied with the database and at least 15 employers have accessed the database?
- Has a model for workforce development been established and piloted with 10 employers?²⁵
- Have five employers participated in a one-on-one coaching activity?
- Have the five employers provided feedback on the activity?
- Based on the evaluation and direction established by the Advisory Group, has a sustainability plan and ongoing delivery plan been established to operationalize the workforce development supports?

²⁴ Previous experience suggests that this is a reasonable desired outcome.

²⁵ Previous experience suggests that this is a reasonable pilot size.

Project Logic Models

A project logic model has been developed for each strategy. These are described in the visuals below.

Logic Model - Strategy #1: Awareness and Communication Activities

| | | |
|---|--|--|
| Objective: To make potential employees and career influencers aware of career opportunities in the VAW sector and to attract more workers into the sector through the development of targeted communication materials and activities. Target audiences include women, youth, people who self-identify as Indigenous, immigrants/new Canadians, and job seekers/career transitioners. | | |
| Strategy components | | |
| A. Create a communications strategy and dissemination plan | B. Produce communication / awareness collateral | C. Disseminate this collateral and pilot an outreach initiative |
| Key activities | | |
| <ul style="list-style-type: none"> Undertake an environmental scan to identify relevant lessons learned from comparable organizations Develop a communications strategy and dissemination plan | <ul style="list-style-type: none"> Develop a content plan Produce communications/awareness materials for distribution to target audience | <ul style="list-style-type: none"> Execute the dissemination plan Build an outreach pilot initiative Pilot this outreach initiative in up to two communities |
| Key outputs | | |
| <ul style="list-style-type: none"> Summary report that details the scan of lessons learned along with recommendations for the sector Communications strategy Dissemination plan | <ul style="list-style-type: none"> Content developed and communication medium is identified Suite of printable web-based content has been produced (e.g., website content/pages, videos, podcasts, posters, etc) | <ul style="list-style-type: none"> Dissemination to targeted audiences. Implementation of pilot of an outreach Report on pilots and lessons learned Review of lessons and recommendations from pilot by the Advisory Group |
| Key outcomes | | |
| 1. The lead agency and employers have access to a communication strategy and dissemination plan | 2. Partner network has access to communications collateral and collateral and funding has been secured for continuous updates | 3. VAW collateral is distributed to key stakeholders 4. Potential employees know about the VAW industry employment opportunities, particularly in the target groups – women, youth, newcomers, people who self-identify as Indigenous and job seekers/career transitioners 5. Employers are experiencing an increase in applications from potential workers who were engaged with the communication collateral or outreach activities. |
| Short-term outcomes (Year 1) | | |
| 1. A communication strategy and a dissemination plan are complete and available for use. 2. The lead agency has published the strategy and plan on its website and made VAW employers and other stakeholders (e.g. immigrant and First Nations employment organizations) aware these resources are available. | 3. Communication/awareness materials and collateral are published and available for use. | 4. VAW materials are distributed as per the dissemination plan. 5. VAW Employers (300), career influencers (500) and other stakeholder (90) have been contacted and made aware that the collateral is available for their use. 6. Two outreach pilots are complete and 300 people, including from target groups (Indigenous, women and newcomers) have participated |
| Medium-term outcomes (Year 2) | | |
| 1. The lead agency, VAW employers and other stakeholders are utilizing the strategy to communicate with prospective employees. | 2. Communication/awareness collateral are being used by VAW employers and career influencers to increase awareness of the options and opportunities in the VAW sector. | 3. When surveyed, those choosing to enter as new employees or into related training programs stated they saw the communications collateral or participated in outreach. 4. Outreach activity has been updated based on the evaluation and is ready for operationalization. 5. A funding model has been developed to allow for outreach to continue. |

Logic Model -Strategy #2: VAW Work-Ready Training

| | | |
|--|---|---|
| Objective: To develop a VAW work-ready training initiative to prepare workers to enter employment in the sector | | |
| Strategy components | | |
| A. Develop a VAW entry-level occupational profile | B. Develop a training program profile, outline and curriculum | C. Build, deliver and evaluate a pilot |
| Key activities | | |
| <ul style="list-style-type: none"> • Create a training program development plan • Undertake an environmental scan of relevant work-ready training and models/resources & occupational profiles in the VAW sector across Canada and in two comparable international jurisdictions • Work with Advisory Group and SME to create and finalize occupational profile • Catalogue existing resources and make available to employers | <ul style="list-style-type: none"> • Develop program profile, outline, and curriculum. • Develop a plan to keep this content updated | <ul style="list-style-type: none"> • Develop a pilot to test the materials and delivery approach • Deliver pilot to three communities (test with different audiences) • Evaluate the pilot and make recommendations for next steps • Confirm sustainability approach |
| Key outputs | | |
| <ul style="list-style-type: none"> • Training program development plan • Summary report of relevant training & occupational profiles • Occupational profile of a BC entry-level VAW labourer • Online catalogue of training and occupational profile resources | <ul style="list-style-type: none"> • Program materials – profile, outline and learning resources • Plan for keeping materials updated | <ul style="list-style-type: none"> • Pilot of a training materials and delivery approach • Report on lessons learned and recommendations from the pilot • Training evaluation and sustainability plan |
| Key outcomes | | |
| <ol style="list-style-type: none"> 1. Stakeholders have access to info about existing training & to an entry-level worker occupational profile 2. Lead agency has access to a training program development plan | <ol style="list-style-type: none"> 3. Lead agency/Advisory Group/approved training partners have access to program profile, outline and learning materials. | <ol style="list-style-type: none"> 4. Training materials are ready for public use 5. Five training partners are delivering the program. 6. Graduates of the training are employed in the sector 7. Employers state that there is an increase in employees' productivity and less occurrence of employees quitting in the first few weeks on the job. |
| Short-term Outcomes (Year 1) | | |
| <ol style="list-style-type: none"> 1. A plan to develop VAW training program materials is complete. 2. Lead agency has published the new entrant value-added worker occupational profile. 3. Lead agency has published existing training resources and make available to employers. | <ol style="list-style-type: none"> 4. New entrant value-added training materials are available for use during the pilot. | |
| Mid-term Outcomes (Year 2) | | |
| <ol style="list-style-type: none"> 1. Lead agency, VAW employers and training providers are utilizing the occupational profile to support community based and internal training. | <ol style="list-style-type: none"> 1. New entrant value-added training materials and collateral are published and available for use by employers and approved training partners. 2. Plans are in place to support integration with K to 12 ADST, Tech Ed classes, | <ol style="list-style-type: none"> 1. Five pilots are complete and 60 to 70 people including those in target groups (women, youth, people who self-identify as Indigenous, newcomers, and job seekers/career transitioners) have participated. 2. Pilot activity has been evaluated is complete including recommendations for revisions. 3. 50% of participants are employed post pilot. |

Logic Model -Strategy #3: VAW skilled worker training

| | | |
|---|---|--|
| Objective: To enhance training for skilled production workers and to provide employers with access to just-in-time training to increase productivity and facilitate growth | | |
| Strategy components | | |
| A. Develop a VAW skilled production worker occupational profile | B. Develop a curriculum framework for VAW skilled production worker training | C. Develop a model for just-in-time work-based training assessment and delivery |
| Key activities | | |
| <ul style="list-style-type: none"> Undertake an environmental scan of existing relevant occupational profiles and related training examples Work with SMEs and the Advisory Group to create an occupational profile of a skilled production worker, including required skills, competencies and abilities and a plan to develop VAW skilled production worker program materials | <ul style="list-style-type: none"> Develop a curriculum framework (i.e. program profile, outline and training materials) Review and validate curriculum framework | <ul style="list-style-type: none"> Undertake a scan of training supports and gaps Collect/collate this info, make it accessible to employers Develop an assessment and gap training approach for just in-time work-based training Pilot assessment and gap training approach with 10 employers Undertake a needs and gaps analysis for a made-for-BD-VAW training support initiative across the sector & identify and build a network of trainers |
| Key outputs | | |
| <ul style="list-style-type: none"> Summary report on occupational profiles and training Catalogue of existing occupational profiles and training Occupational profile of a BC VAW skilled production worker A plan to develop VAW skilled production worker program materials | <ul style="list-style-type: none"> Draft curriculum framework for BC VAW skilled production worker Validated curriculum framework | <ul style="list-style-type: none"> Report on available training supports Assessment and gap training approach Report and recommendations from pilot Model of trainer network established and available through lead agency Needs and gaps analysis report |
| Key outcomes | | |
| 1. Stakeholders have access to a BC VAW skilled production worker occupational profile | 2. Industry and post-secondary institutions have access to BC VAW skilled production curriculum framework | 3. Employers have access to an assessment and gap training support for just-in-time, on-site training 4. Employers have access to a network of trainers and are experiencing an increase in productivity. 5. Employers state there is an increase in employee productivity and retention. |
| Short-term Outcomes (Year 1) | | |
| 1. A plan to develop VAW skilled production worker program materials has been developed 2. Lead agency has published the BC VAW skilled production worker occupational profile. | | 3. Assessment has been piloted with 10 employers and 20 employees 4. Gap training participants have improved skills and outputs 5. Employees are better positioned to retain employment. |
| Mid-term outcomes (Year 2) | | |
| 1. Lead agency has published existing training resources and make available to employers. 2. Lead agency, VAW employers and training providers are utilizing the occupational profile to support community based and internal training. | 3. Value-added skills production worker curriculum framework is available for use by training providers and employers. | 4. A sustainability model has been developed. 5. Five employers have received training. 6. Just in time training work-based training assessment and model has been operationalized |

Logic Model -Strategy #4: VAW workforce development supports

| | | |
|--|---|---|
| Objective: To help employers access workforce development support and leverage best practices to help them meet their business development goals | | |
| Strategy components | | |
| A. Collect, curate and publish common workforce development resources | B. Build and curate a database of applicable workforce development specialists | C. Pilot a one-on-one workforce and skills development coaching initiative |
| Key activities | | |
| <ul style="list-style-type: none"> SME meeting to identify commonly used and required workforce development tools Collect tools/information for employers related to best practices around recruitment, retention, training and workforce development support. Collate this material, make it available online, and promote | <ul style="list-style-type: none"> Undertake a needs assessment of workforce development support required by employers Build a database of contact information of workforce development specialists | <ul style="list-style-type: none"> Develop and pilot a coaching model Implement a pilot for one-on-one workforce and skills development coaching |
| Key outputs | | |
| <ul style="list-style-type: none"> Toolkit of existing workforce development resources for VAW employers | <ul style="list-style-type: none"> Summary report of workforce development supports required by employers A database of workforce development specialists | <ul style="list-style-type: none"> Employers made aware of workforce and skills development best practices Report on lessons learned and recommendations from pilot Workforce development coaching model has been developed Workforce development coaching model has been tested Employers have access to coaching as needed |
| Key outcomes | | |
| 1. Workforce development best practices materials are available to employers | 2. Employers have access to workforce development specialists | 3. Employers are aware of and have access to workforce coaching to help them meet their business development goals 4. Better HR practices improve employee satisfaction and lead to better retention rates. |
| Short-term Outcomes (Year 1) | | |
| 1. Lead agency has published the existing workforce development materials 2. BC Wood membership and membership of related associations have received notification of their location on the website. (as per the communications plan) | 3. Employers provided feedback that they are satisfied with the resources and 15 employers have used at least one resource to support HR practices. 4. Employers have provided feedback that they are satisfied with the database and at least 15 employers have accessed the database | 5. Workforce development has been tested with 10 employers 6. Feedback on approach has been received. 7. Model has been revised based on feedback. 8. Sustainability plan has been created. |
| Mid-term Outcomes (Year 2) | | |
| 1. Lead agency and VAW employers are using workforce development materials (website analytics, interviews) | | 2. One-on-one coaching model has been operationalized and five employers have participated.. 3. Employers are accessing the one-on-one workforce development coaching. 4. Employers are satisfied with its impact on its operations. |

Data Collection Approach

Evaluation of the project’s components will begin November 2021 and continue through November 2024.²⁶ Formative evaluation using a variety of data collection tools will take place over the duration of the project with progress reported at six-month intervals. A summative draft Final Report detailing evaluations findings and recommendations will be produced in December 2024 with the final report submitted January 2025.

The formative and summative evaluation will assist the lead agency to:

- a. Report on the progress of the development and implementation of the communications plan.
- b. Report on the progress of the development, design, and delivery of the VAW Work-Ready training.
- c. Report on the progress of the development of the VAW skilled production worker occupational profile, curricular framework and just-in-time training.
- d. Report on the progress of the development of the workforce development database and coaching model.

²⁶ Start and end dates are estimates only.

- e. Assess findings against the intended project outcomes to identify successes, challenges and make recommendations.
- f. Aggregate and analyse data to assist the Advisory Group in the development of a sustainability plan to support ongoing regular delivery of the VAW program components.

Data Sources

The evaluator will develop the evaluations tools, collect the data and lead evaluation activities. The evaluation will involve collecting qualitative and quantitative data from a variety of sources utilizing the evaluation tools developed in the Evaluation Tools Deliverable. Input and feedback from the lead agency staff, employers, career influencers stakeholders, pilot participants, and training partners is integral to the evaluation process. The evaluation tools will be used to identify successes, challenges and make recommendations. The Advisory Group will use this quantitative and qualitative data to help formulate the strategy and plan for on-going delivery of the program components should that be the desired direction.

Examples of Data Collection Methods:

1. Quantitative Data
 - a. Survey Data
 - i. Survey of engagement activity participants (pre and post)
 - ii. Survey of employers who hire engagement activity participants.
 - iii. Survey of VAW Work-ready pilot participants (pre and post)
 - iv. Survey of employers who hire VAW Work-ready pilot participants.
 - v. Survey of employers who participated in the HR one on one coaching
 - vi. Survey of employers and employees who participated in the just-in-time training activity (pre and post)
 - b. Statistics
 - i. Usage counts of those who are accessing the workforce development resources housed on the lead agency's website.
 - ii. Distribution numbers of printed materials
 - iii. Number of engagement activities
 - iv. Number of VAW Work-ready training participants
 - v. Number of employers who participated in the HR one on one.
 - vi. Number of employers and employees that participated in the just in time training
2. Qualitative Data
 - a. Lead Agency Data
 - i. Monitoring interview(s) with staff
 - ii. Monthly progress reports against program component deliverables (phone meeting)
 - iii. Interim progress reports (written summary of activities to date)
 - iv. Advisory Group Minutes

- b. Feedback interview from users of the communication materials and collateral
- c. Interview with awareness outreach activity lead and several participants
- d. VAW Work-ready participant and employer interview (2-4)
- e. HR one on one employer and participant interview (2-4)
- f. Just-in-time training employer and employee interview (2-4)

Appendix A. Detailed methodology

The project team relied heavily on engagement with a broad range of stakeholders from across the sector when developing this Strategic Plan. These efforts are described here. Where relevant, modifications to the original methodology are identified and explained and are summarized in a table in this section.

Employer engagement

The project team conducted 34 initial interviews with employers representing all seven of the in-scope sub-sectors and most economic regions in BC. The interviews confirmed the 2018 findings, identified additional “pinch points” for the sector, and informed the development of key strategies.

Employer representation (regions)

| Region | No. of employers | % |
|--|------------------|-----|
| Cariboo (Prince George, 100 Mile House, 150 Mile House) | 5 | 15% |
| Kootenay (Castlegar, South Slokan) | 2 | 6% |
| Lower Mainland/Southwest (Maple Ridge, Surrey, North Vancouver, Langley, Whistler) | 8 | 24% |
| North Coast and Nechako (Terrace) | 1 | 3% |
| Northeast | 0 | 0% |
| Thompson-Okanagan (Barrière, Kamloops, North Enderby, Golden, Penticton) | 9 | 26% |
| Vancouver Island/Coast (Cobble Hill, Chemainus, Duncan, Victoria, Sidney) | 5 | 15% |
| Multiple | 4 | 12% |

Employer representation (sub-sectors)

| Sub-sector | No. of employers | % |
|------------------------------|------------------|-----|
| Millwork | 2 | 6% |
| Cabinets | 3 | 9% |
| Furniture | 2 | 6% |
| Prebuilt Housing | 5 | 15% |
| Engineered Wood Products | 5 | 15% |
| Log Home and Timber Frame | 8 | 24% |
| Remanufactured Wood Products | 9 | 26% |

Employer representation (business size)

| Business size (number of employees) | No. of employers | % |
|-------------------------------------|------------------|-----|
| 1 to 15 employees | 10 | 29% |
| 16 to 50 employees | 12 | 35% |
| More than 50 employees | 12 | 35% |

The project team held a second round of interviews with six small to medium-sized employers representing in order to ensure that the strategies under consideration were designed to address their specific concerns.²⁷

This approach represents a slight deviation from the original methodology design, which anticipated interviews with 40 different employers. While the project team conducted 40 employer interviews, six of these interviews were with employers that had been previously interviewed, i.e. these six were

²⁷ For the purposes of this report, a small business has between 1 to 15 employees, a medium-sized business has between 16 and 50 employees, and a large business has more than 50 employees.

second round interviews. This is because the project team and the Advisory Group felt that interview responses were beginning to become duplicative and it was felt that it would be more productive to use the remaining interviews to confirm/validate the emerging strategies with a focus on the perspectives of small businesses.

Employee engagement

The project team interviewed 17 employees representing different occupations across the sector. Through these interviews, the project team gathered information on employees' experiences and challenges entering and working in the VAW sector and generated ideas to improve attraction and retention of employees in the sector.

Employee representation (personal characteristics)²⁸

| Personal characteristic | No. of employees | % |
|--------------------------------|-------------------------|----------|
| A visible minority | 2 of 17 | 12% |
| Immigrant or refugee | 3 of 17 | 18% |
| Self-identify as Indigenous | 1 of 17 | 6% |
| Person with diverse abilities | 1 of 17 | 6% |
| Between ages 15 and 34 | 4 of 17 | 24% |
| Female | 5 of 17 | 29% |

Employee sub-sectors

| Sub-sector | No. of employers | % |
|-------------------|-------------------------|----------|
| Millwork | 2 | 12% |
| Cabinets | 2 | 12% |
| Furniture | 2 | 12% |

²⁸ These are not mutually exclusive categories, i.e. an employee can identify with a number of these characteristics (e.g. a visible minority, female and between the ages of 15 and 24).

| | | |
|------------------------------|---|-----|
| Prebuilt Housing | 2 | 12% |
| Engineered Wood Products | 2 | 12% |
| Log Home and Timber Frame | 5 | 29% |
| Remanufactured Wood Products | 2 | 12% |

Employee occupations

Employees in the following occupations were interviewed:

| Occupation | No. of employers | % |
|--|------------------|-----|
| Labourer (scarpa operator, sheet turner, tallyman) | 3 | 18% |
| Production worker | 3 | 18% |
| Technologist (Architectural technologist) | 1 | 6% |
| Designer (Design technician) | 1 | 6% |
| Estimator (Junior estimator) | 1 | 6% |
| Designer (Head of drafting) | 1 | 6% |
| Skilled worker (Lumber grader, joiner, lead timber framer) | 3 | 18% |
| Salesperson (Sales manager, interior designer) | 1 | 6% |
| General Manager/Supervisor | 2 | 12% |
| Project manager | 1 | 6% |

This approach to employee interviews was modified slightly by the project team and Advisory Group. The original methodology envisioned 20 employee interviews. However, by 17 interviews, the project team felt that a data saturation point (i.e. the point at which no new information was being generated) had been reached. In addition, as a number of the employees interviewed (i.e. 5 of 17) were recent graduates, the project team and the Advisory Group collectively agreed to forego interviewing students and trainees.

Training providers

Representatives of eight training providers, including two private training providers, were interviewed to explore learning options and opportunities that could address the training gaps identified by employers and employees. This included representatives of:

- British Columbia Institute of Technology
- Camosun College
- College of the Rockies
- Island School of Building Arts
- Southern Alberta Institute of Technologies
- University of British Columbia
- University of Northern British Columbia
- Unbeatable School of Log Construction

The original methodology called for five interviews with training providers. However, upon the advice of the Advisory Group, the project team interviewed an additional three providers.

Career influencers

The project team interviewed representatives of School Districts that offer immersive wood-related programs in order to learn more about these programs. These included School Districts No. 23 (Central Okanagan), No. 60 (Peace River North) and No. 57 (Prince George). The project team also interviewed two experts in First Nations employment programming and two representatives of newcomer employment organizations. These interviews sought to identify gaps in knowledge of the VAW sector, to generate an understanding of the level of awareness of the sector, and to gather insights into ways to optimize communication and awareness activities and entry-level worker engagement to reach target audiences.

Additional interviews

The project team also interviewed a number of additional stakeholders, including representatives from the following organizations:

- Industry Training Authority
- Wood Manufacturing Council
- US-based Wood Industry Resource Collaborative

Modifications to the original methodology

Modifications or adjustments to the original methodology were discussed and approved by the Advisory Group and BC Wood during the regular Advisory Group meetings. These modifications are described earlier in this section and are summarized in this table.

| Stakeholder group | Original methodology | Revised methodology |
|------------------------------|---|--|
| Employers | Interviews with 40 employees | Interviews with 34 employers Follow-up interviews with 6 small employers |
| Employees | Interviews with 20 employees | Saturation point reached at 17 interviews |
| Students/trainees | Interviews with 8 to 10 students (if a focus group is held) or up to five interviews with individual students | As many of the employees interviewed were recent graduates, the Advisory Group and project team felt these interviews would not provide new insights to inform the strategies. |
| Training providers | Interviews with 5 training providers | Interviews with 8 training providers, including 2 private providers |
| Career influencers | Interviews with 5 career influencers | Completed as originally envisioned |
| Additional interviews | N/A | Additional interviews were conducted with targeted stakeholders in order to inform the strategies (i.e. Industry Training Authority, Wood Manufacturing Council and US-based Wood Industry Resource Collaborative) |
| Advisory Group | 7 x Advisory Group meetings | 7 x Advisory Group meetings 4 x brainstorming sessions to discuss the strategies 1 x ad hoc session to review the draft Strategic Plan |

Appendix B. Actions and effort estimates for each strategy

Actions and effort estimates - Strategy #1: Awareness and Communication Activities

| Strategic Component A: Create a communications strategy and dissemination plan | | | |
|---|---|---|-----------|
| Key activities | Action/tactics | Effort estimate | Timeframe |
| Undertake an environmental scan to identify relevant lessons learned from comparable organizations and target audiences | ✓ Conduct research/outreach to comparable organizations | ✓ 20 hours (F1) | Year 1 |
| | ✓ Identify lessons learned for content, design, target audiences, outreach, updating of materials, career pathways examples, etc | ✓ 40 hours (F1) | |
| | ✓ Develop a summary report and make recommendations for communications strategy | ✓ 5 hours (F1) | |
| Develop a communications strategy and dissemination plan | ✓ Develop a draft of the communications strategy and dissemination plan | ✓ 80 hours (F1) | Year 1 |
| | ✓ Discuss strategy and plan with Advisory Group and Project Manager | ✓ 20 hours (F1) | |
| | ✓ Make revisions and finalize communications strategy and dissemination plan | ✓ 20 hours (F1) | |
| Strategic Component B: Produce communication/awareness collateral | | | |
| Key activities | Action/tactics | Effort estimate | Timeframe |
| Develop a content plan | ✓ Develop a plan for building the content | ✓ 40 hours (F2) | Year 1 |
| | ✓ Work with community SME to ensure content and outreach is tailored to target audience, including by hosting workshops/focus groups with target audience | ✓ 100 hours (50 hours per 2 x SME) and \$10,000 for focus groups/interviews | |
| | ✓ Discuss content plan with Advisory Group and Project Manager | ✓ 10 hours (F2) | |
| | ✓ Finalize content plan based on Advisory Group and Project Manager feedback | ✓ 10 hours (F2) | |
| Produce communications/awareness materials for distribution to target audience | ✓ Develop printable web-based content (e.g. website content/pages, videos, podcasts, posters, etc) | ✓ \$230,000 | Year 1 |
| | ✓ Keep content updated | ✓ (PM time) | Year 2/3 |

F1 = Firm 1 (Communications firm); F2 = Firm 2 (Content-development firm); SME = community subject matter experts; PM = Project Manager

| Strategic Component C: Disseminate this collateral and pilot an outreach initiative | | | |
|---|--|--|-----------|
| Key activities | Actions/tactics | Effort estimate | Timeframe |
| Execute the dissemination plan | ✓ Execute the dissemination strategy (e.g. share collateral via online presence and during outreach activities) | ✓ 16 hours (OC) | Year 1 |
| Build an outreach pilot initiative | ✓ Develop a plan to pilot an outreach initiative, working closely with the Advisory Group, including reaching out to/building connections with pilot communities. <i>(Note: pilot will take place in 2 communities and will focus on up to 4 target audiences each community.)</i> | ✓ 24 hours (OC) | Year 1 |
| | ✓ Develop an approach to evaluating the outcomes of the pilot | ✓ 8 hours (OC) | |
| | ✓ Confirm plan and approach with Advisory Group and Project Manager | ✓ 10 hours (OC) | |
| Pilot this outreach initiative in two communities | ✓ Implement pilot | ✓ 80 hours (40/hrs x 2 communities) (OC) | Year 1 |
| | ✓ Undertake an evaluation, including feedback from pilot communities and prepare a report | ✓ 40 hours (OC) | |
| | ✓ Develop recommendations to enhance/improve outreach and materials | ✓ 24 hours (OC) | Year 2 |
| | ✓ Based on pilot outcomes, continue outreach efforts to include additional communities | ✓ 525 (0.25 FTE) (OC) | |

OC = Outreach Coordinator

Actions and effort estimates - Strategy #2: VAW Work-Ready Training

| Strategic Component A: Develop a VAW entry-level occupational profile | | | |
|---|---|--|--------------------------------|
| Key activities | Actions/tactics | Effort estimates | Timeframe |
| Create a training program development plan | <ul style="list-style-type: none"> ✓ Build a plan to develop training program plan ✓ Discuss plan with Advisory Group and Project Manager ✓ Revise plan based on feedback and finalize | <ul style="list-style-type: none"> ✓ 40 hours (PD) ✓ 10 hours (PD) ✓ 10 hours (PD) | Year 1 |
| Undertake an environmental scan of relevant work-ready training and models/resources & occupational profile in the VAW sector across Canada and in two comparable international jurisdictions | <ul style="list-style-type: none"> ✓ Undertake a scan to identify wood-related and other relevant work ready training initiatives ✓ Undertake a scan of useful occupational profiles ✓ Develop a summary report that evaluates resources that may be useful | <ul style="list-style-type: none"> ✓ 60 hours (PD) ✓ 30 hours (PD) ✓ 20 hours (PD) | Year 1 |
| Work with Advisory Group and SME to create and finalize occupational profile | <ul style="list-style-type: none"> ✓ Develop content for an occupational profile ✓ Hold a 3-day workshop with SMEs ✓ Discuss occupational profile with Advisory Group and Project Manager ✓ Finalize occupational profile ✓ Keep profile and resources updated | <ul style="list-style-type: none"> ✓ 40 hours (PD) ✓ 65 hours (PD) + \$16.8K (SMEs)* + \$3,500 travel costs ✓ 10 hours (PD) ✓ 20 hours (PD) ✓ PM & AG | Year 1 Year 2/3 |
| Catalogue resources & make available to employers | <ul style="list-style-type: none"> ✓ Catalogue existing resources (Note: Resources to be made available in the consolidated workforce development supports. See Strategy #4) ✓ Develop a website page and upload these materials | <ul style="list-style-type: none"> ✓ 8 hours (PD) ✓ 20 hours (PD) | Year 1 |

PD = Program Designer; SME = Subject Matter Expert; PM = Project Manager; AG = Advisory Group

*3-day workshop x 7 SME x \$100/hour

| Strategic Component B: Develop training program profile, outline and curriculum | | | |
|---|---|------------------|-----------|
| Key activities | Actions/tactics | Effort estimates | Timeframe |
| Develop program profile, outline and curriculum | ✓ Develop program profile, outline and curriculum for a 120 hour training (5 hours/day for 4 weeks) | ✓ 800 hours (PD) | Year 1 |
| | ✓ Review with Advisory Group and Project Manager in multi-day workshop | ✓ 30 hours (PD) | |
| | ✓ Make revisions based on Advisory Group feedback | ✓ 40 hours (PD) | |
| Develop a plan to keep this content updated | ✓ Develop a plan to keep curriculum update on an annual basis | ✓ 20 hours (PD) | Year 1 |
| | ✓ Review with Advisory Group and Project Manager | ✓ 10 hours (PD) | |
| | ✓ Update and revise curriculum on an annual basis | ✓ (PM and AG) | Year 2/3 |

PD = Program Designer; PM = Project Manager; AG = Advisory Group

| Strategic Component C: Build, deliver and evaluate a pilot | | | |
|---|--|---|-----------|
| Key activities | Action/tactics | Effort estimates | Timeframe |
| Develop a pilot to test the materials and delivery approach | <ul style="list-style-type: none"> ✓ Develop and organize the pilot, secure location, recruit participants, publish materials ✓ Develop evaluation approach ✓ Consult with Advisory Group and Program Manager and incorporate insights | <ul style="list-style-type: none"> ✓ 120 hours (PD) (40 hours x 3 pilots) ✓ 20 hours (PD) ✓ 20 hours (PD) | Year 2 |
| Deliver pilot to three communities and two School Districts (test with different audiences) | <ul style="list-style-type: none"> ✓ Identify three communities to test pilot with target groups ✓ Identify two School Districts to test pilot ✓ Train-the-trainer ✓ Deliver pilot (free for participants) | <ul style="list-style-type: none"> ✓ \$150,000 (\$50,000 per pilot x 3 pilots) | Year 2 |
| Evaluate the pilot and make recommendations for next steps | <ul style="list-style-type: none"> ✓ Evaluate pilot based on approach and make recommendations for next steps ✓ Develop an evaluation and sustainability plan ✓ Discuss confirm recommendations with Advisory Group and Project Manager, finalize recommendations | <ul style="list-style-type: none"> ✓ 60 hours (PD) (20 hours per pilot) ✓ 20 hours (PD) ✓ 30 hours (PD) ✓ 20 hours (PD) | Year 2 |

PD = Program Designer

Actions and effort estimates - Strategy #3: VAW Skilled Worker Training

| Strategic Component A: Develop a VAW skilled production worker occupational profile | | | |
|---|--|---|-----------|
| Key activities | Actions/tactics | Effort estimate | Timeframe |
| Undertake an environmental scan of existing relevant occupational profiles and related training examples | ✓ Undertake an environmental scan of existing occupational profiles and related training that focuses on developing the skills and competencies identified in the occupational profile | ✓ 30 hours (PD) | Year 1 |
| | ✓ On the basis of this scan, identify the gaps in available programs/training | ✓ 30 hours (PD) | |
| | ✓ Confirm gaps with Advisory Group members and Project Manager and revise on this basis | ✓ 20 hours (PD) | |
| | ✓ Create catalogue of existing training and create web-page for hosting content, upload content | ✓ 20 hours (PD) | |
| | ✓ Keep scan of training & profiles up-to-date | ✓ (PM time) | Year 2/3 |
| Work with SMEs and Advisory Group to create an occupational profile of a skilled production worker, including required skills, competencies and abilities | ✓ Develop a draft occupational profile for a VAW skilled production workers | ✓ 40 hours (PD) | Year 1 |
| | ✓ Hold a 3-day workshop with SMEs | ✓ 65 hours (PD) + \$16.8K (SMEs) + \$3,500 travel costs | |
| | ✓ Discuss occupational profile with Advisory Group and Project Manager | ✓ 10 hours (PD) | |
| | ✓ Finalize occupational profile | ✓ 20 hours (PD) | |
| | ✓ Keep profile and resources updated | ✓ (PM time) | Year 2/3 |

PD = Program Designer; PM = Project Manager; AG = Advisory Group

| Strategic Component B: Develop a curriculum framework for VAW skilled production worker training | | | |
|--|---|---|-----------|
| Key activities | Action/tactics | Effort estimate | Timeframe |
| Develop a curriculum framework | ✓ Develop curriculum framework (program profile and outline) | ✓ 80 hours (PD) | Year 2 |
| | ✓ Engage subject matter experts to support curriculum framework development in 3-day workshop | ✓ 65 hours (PD) + \$16.8K (SMEs) + \$3,500 travel costs | |
| | ✓ Review with Advisory Group and Program Manager in full day workshop | ✓ 20 hours (PD) | |
| | ✓ Make revisions based on Advisory Group feedback | ✓ 20 hours (PD) | |
| Review and validate curriculum framework | ✓ Develop materials to review and validate curriculum framework | ✓ 20 hours (PD) | Year 2 |
| | ✓ Review with Advisory Group and Project Manager | ✓ 10 hours (PD) | |
| | ✓ Make revisions based on feedback | ✓ 20 hours (PD) | |
| | ✓ Validate materials with SMEs over a three-day workshop and finalize framework | ✓ 65 hours (PD) + \$16.8K (SMEs) + \$3,500 travel costs | |

PD = Program Designer; SME = Subject Matter Experts

| Strategic Component C: Develop a model for just-in-time work-based training assessment and delivery | | | |
|--|---|--|--|
| Key activities | Action/tactics | Effort estimates | Timeframe |
| Undertake a scan of just-in-time training supports and gaps | <ul style="list-style-type: none"> ✓ Conduct an environmental scan of funding supports and options available to support employers with work-based training ✓ Keep scan up to date | <ul style="list-style-type: none"> ✓ 20 hours (PD) ✓ 50 hours/yr (PD) ✓ 50 hours/yr (PD) | <ul style="list-style-type: none"> Year 1 Year 2 Year 3 |
| Collect/collate this info, make it accessible to employers | <ul style="list-style-type: none"> ✓ Collate and organize this information ✓ Make the information accessible and promote it among employers ✓ Develop a web page and upload resources (include resources who can write grants/proposals) ✓ On-going promotion | <ul style="list-style-type: none"> ✓ 5 hours (PD) ✓ 5 hours (PD) ✓ 20 hours (PD) ✓ 25 hours/yr (PM) | <ul style="list-style-type: none"> Year 1 Year 2/3 |
| Develop an assessment and gap training approach for just-in-time work-based training | <ul style="list-style-type: none"> ✓ Based on research, develop a work-based training assessment and a gap training approach for just-in-time training (JIT) ✓ Confirm with Advisory Group members and Project Manager and revise | <ul style="list-style-type: none"> ✓ 80 hours (PD) ✓ 20 hours (PD) | <ul style="list-style-type: none"> Year 1 |
| Pilot assessment and gap training approach with 10 employers | <ul style="list-style-type: none"> ✓ Pilot training assessment with 10 employers, connect these employers to trainers for gap training and create a list of trainers ✓ Conduct training with 5 employers ✓ Evaluate delivery of JIT/gap training, prepare report and make recommendations to be considered for operationalization of concept, including a train-the-trainer model | <ul style="list-style-type: none"> ✓ 100 hours (AT) (10 hrs x 10 employers) ✓ \$9,000 (\$100 per hour x 3 x 6 hour days x 5 employers) (AT) ✓ 20 hours (PD) | <ul style="list-style-type: none"> Year 1 |
| Based on the outcomes of the pilot, undertake a sector wide needs and gaps analysis for a made-for-BC-VAW training support initiative across the sector & identify and build a network of trainers | <ul style="list-style-type: none"> ✓ Design and execute a needs and gaps analysis to better understand the need for a training support initiative tailored to BC VAW across the sector ✓ Confirm gaps with Advisory Group members and Project Manager and revise on this basis ✓ Make recommendations to BC Wood around next steps ✓ Identify and build a network of trainers to deliver training ✓ Maintain network | <ul style="list-style-type: none"> ✓ 160 hours (PD) ✓ 30 hours (PD) ✓ 10 hours (PD) ✓ 20 hours (PD) ✓ (PM time) | <ul style="list-style-type: none"> Year 1 Year 2/3 |

PD = Program Designer; AT = Approved Trainer

Actions and effort estimates - Strategy #4: VAW Workforce Development Supports

| Strategic Component A: Collect, curate and publish common workforce development resources | | | |
|--|---|--|--|
| Key activities | Actions/tactics | Effort estimates | Timeframe |
| Hold VAW HR SME meeting to identify commonly used and required workforce development tools | <ul style="list-style-type: none"> ✓ Host a three-hour meeting with up to 7x SME (HR, VAW) to identify tools ✓ Create a search and evaluation rubric and confirm findings with Advisory Group and Project Manager and revise | <ul style="list-style-type: none"> ✓ 10 hours (HRC) + 21 hours (SME) ✓ 10 hours (HRC) | Year 1 |
| Collect tools/information for employers related to successful practices around recruitment, retention, training and workforce development support. | <ul style="list-style-type: none"> ✓ Undertake a scan of and research workforce development tools and best practices that are relevant for the sector ✓ Reach out to relevant workforce development specialists for advice/guidance on available tools/best practices | <ul style="list-style-type: none"> ✓ 40 hours (HRC) ✓ 20 hours (HRC) | Year 1 |
| Collate this material, make it available online and promote it | <ul style="list-style-type: none"> ✓ Evaluate, collate, organize and make these available online in a toolkit ✓ Confirm tools with Advisory Group and Program Manager, revise and make these available online in a toolkit ✓ Develop a web page to host these resources ✓ Gather and publish online employer testimonials/success stories re: leveraging HR supports ✓ Promote these tools among BC Wood members and other stakeholders via social media, email list, participation in industry events, etc ✓ Keep workforce development tools up to date and continue to promote them via BC Wood and other connected channels | <ul style="list-style-type: none"> ✓ 20 hours (HRC) ✓ 20 hours (HRC) ✓ 20 hours (HRC) ✓ 40 hours (HRC) ✓ 10 hours (HRC) ✓ 60 hours/yr (HRC) ✓ 60 hours/yr (HRC) | Year 1 Year 2 Year 3 |

HRC = Human Resources Consultant; SME = Subject Matter Expert

| Strategic Component B: Build and curate a database of applicable workforce development specialists | | | |
|--|--|------------------|-----------|
| Key activities | Action/tactics | One-off | Timeframe |
| Undertake a needs assessment of workforce development support required by employers | ✓ Undertake a needs analysis of workforce development specialist supports that employers would find useful | ✓ 60 hours (HRC) | Year 1 |
| | ✓ Validate findings with Advisory Group and Project Manager | ✓ 20 hours (HRC) | |
| | ✓ Finalize needs analysis and document findings | ✓ 20 hours (HRC) | |
| Build a database of contact information of workforce development specialists | ✓ Build a database of contact information of workforce development specialists and make database available online & develop plan to sustain the database | ✓ 40 hours (HRC) | Year 1 |
| | ✓ Keep database updated | ✓ PM | Year 2/3 |

HRC = Human Resources Consultant

| Strategic Component C: Pilot one-on-one workforce and skills development coaching program | | | |
|--|---|--|------------------------------|
| Key activities | Actions/tactics | Effort estimates | Timeframe |
| Develop a pilot coaching model / process for outreach to employers <i>(Note: gap training assessment in Strat 3 will be included in this process)</i> | <ul style="list-style-type: none"> ✓ Develop a pilot model/process for reaching out to and engaging with employers to support them with addressing their workforce challenges ✓ Develop an evaluation approach ✓ Consult with Advisory Group and Program Manager and incorporate insights | <ul style="list-style-type: none"> ✓ 20 hours (HRC) ✓ 20 hours (HRC) ✓ 20 hours (HRC) | Year 1 |
| Implement pilot for one-on-one workforce and skills development coaching | <ul style="list-style-type: none"> ✓ Deliver a pilot of one-on-one coaching supports with 10 smaller employers across the sector ✓ Evaluate pilot (including activities related to strategic components A and B), prepare report and make recommendations about next steps and build sustainability plan ✓ Confirm evaluation and next steps with Advisory Group and Project Manager ✓ Finalize next steps & identify sustainability approach and develop model that can be operationalized | <ul style="list-style-type: none"> ✓ 100 hours (HRC)* ✓ 20 hours (HRC) ✓ 10 hours (HRC) ✓ 10 hours (HRC) | Year 1 Year 2 |

HRC = Human Resources Consultant

*10 hours per employer x 10 employers

Appendix C. High-level overview of entry-level wood training programs

| Considerations | WoodLINKS™ | WERC | School Districts (example) | BC Forest Safety Council |
|-----------------|--|---|--|---|
| Focus | VAW wood orientation (core = fundamental woodworking, essential and technical skills), includes modules on sub-sectors (e.g. cabinets and millwork, furniture, manufactured housing) | Essential skills (e.g. employer expectations, safety, measurement) and 10 weeks on building a series of projects. | RSS forestry program (Kelowna), focused on forestry skills (e.g. fire fighter, arborist (ITA), logging, etc) Power line technician | Entry Level Forest Worker Program (general Forestry occupational skills, hazard recognition, road building, mechanical harvesting, stand tending, operating light trucks) |
| Length | 240 hours delivered over 2 years | ~ 12 week training but length depends on funder | 4 months | 12 weeks |
| Target audience | High school students, youth (pilot program) | Depends on funder (e.g. equity groups, new Canadians, etc) | High school students | New forest workers |
| Delivery | Teachers + some support from WoodLINKS | WMC project manages and hires local expertise to deliver | Teachers | PSIs |
| Costs | \$250 per school/year | \$150,000 funded by (e.g.) Fed/Prov government | ITA + School District pays for teachers + self-funded | Free for participants |
| Outcomes | Industry-recognized certification & education credits | Work placement with employers who are encouraged to hire full-time following the program | Educational credits & ITA level 1 arborist power technician | WHMIS certificate; Occupational First Aid Level 1 |

| 1