Strategic Plan

BC Forest Sector Workforce Initiative
Positioning the Sector for Recruitment Success Project

January 2017

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Purpose

The purpose of this report is to outline a strategic plan for BC forest sector recruitment and attraction that includes:

1. Strategic priorities and key outcomes to help position the BC forest sector for recruitment success.

2. Specific goals the sector is trying to achieve within a given timeframe.

3. Measureable objectives that will be used to support the attainment of the goals.

4. Tactics to execute the objectives.

Project Background

BC forest sector leaders have identified a critical requirement for a high-quality workforce to drive continued success in this highly competitive industry. A recent series of Labour Market Information (LMI) studies, undertaken by BC's forestry and logging, silviculture, solid wood manufacturing and pulp and paper sectors, estimated there will be a total demand for up to 27,000 workers over 10 years (not including seasonal silviculture workers).

A key need identified by industry leaders is to position the sector for recruitment success by increasing awareness, attractiveness and relevance of the forest industry generally, and forest industry careers specifically. The first step is to improve access to, and use of, forest sector career information by prospective employees, career influencers and recruiters.

The *Positioning the Forest Sector for Recruitment Success Project*, funded through the Sector Labour Market Partnerships Program, conducted research, inventoried available career information tools, resources and programs, interviewed both forest sector employers and educators, and identified gaps. See Appendix A for the *Inventory and Gap Analysis Report*.

The project team, led by the Council of Forest Industries, created an advisory group consisting of forest sector employer representatives, K-12 and post-secondary contacts, and forest sector communication and information experts to guide the research and development of priorities and strategies. See Appendix B for a list of advisory group members.

The advisory group provided input and feedback on the direction of the project, and established strategic priorities. Based on this input, a strategic approach was developed to address gaps, along with specific tactics and products to support recruitment success in the forest sector.

Strategic Approach

A. Summary of Gap Analysis Findings

The *Inventory and Gap Analysis Report* identified five gaps in currently available forest sector career information and recruitment activities, programs and tools:

1. Employers, educators and others who influence career and work choices have few opportunities to share practices and tactics that have been successful for them in recruiting workers and influencing career choices.
    - Despite a desire to connect, share, develop, engage and pool resources, there is a lack of knowledge of and/or opportunities for engagement and collaboration.

2. Employers and career influencers are not always aware of available career information and recruitment products, programs, tools and websites.
    - The project identified a number of useful sources of information about the industry, forestry careers, and forest education programming, however, many of the key informants were not aware of the resources available.

3. There is no consolidated source to improve access to and utilization of existing information about forest sector careers and recruitment products, programs, tools and existing websites.
    - The project identified a number of useful sources of information but found that locating and accessing them was difficult.
    - This was identified as a gap by both the key informants and the advisory group. It represents a lost opportunity to leverage the existing resources for use by employers, educators, career planners and work searchers.

4. Some of the forest sector career and occupational information is inaccurate or out of date.
    - Key informants said the depth and breadth of the occupations in the sector were not always portrayed accurately and thought that materials could be improved to assist in reaching out to specific target audiences such as youth, women, aboriginal people and immigrants.

5. Access to existing forestry career and education programs is limited by geography and information about them is not readily available.
    - The inventory report found there were forestry career and education programs in a number of areas but these were not documented so they could be easily shared with people in other regions of the province.
    - Key informants identified a gap in such programming in their own regions.

B. Advisory Group Input and Identification of Strategic Priorities

The advisory group reviewed the gaps, and identified two strategic priorities to address them:

1. **Create Community of Practice Networks to Strengthen Engagement**

    Creating regional collaborative networks (or communities of practice) would address the

shortage of opportunities for forest sector employers to engage and collaborate with educators and other influencers of youth career choices. The networks would meet periodically to share experiences, build on existing ideas, and generate local or regional awareness of the wealth of opportunities the forest sector offers to those starting their career journey.

Members of the advisory group who had been involved in similar networking events felt that this improved their own practices, and was one of the most useful activities they have ever been involved in. As a result of those meetings, individuals came together and developed useful and meaningful forest education programs.

The *Solid Wood Gap Analysis Report*, prepared in 2013, also identified a lack of coordinated interactions among recruiters and those who are influencing youth or preparing youth for work. Key informants identified pockets of successful collaborative effort among employers and educators, and expressed a desire to explore how they could develop such positive networks.

The shortage of these networking opportunities has made it difficult for employers and educators/counsellors to work together, and is a missed opportunity with respect to leveraging successful ideas found in other regions where there is proactive forest education programming.

Advisory Group Recommendation: Pilot a forest sector community of practice in up to three BC regions.

These communities of practice would:
- Allow employers, educators, career counsellors and post-secondary forest contacts in a distinct geographic area to gather and share knowledge, successful practices and information.
- Foster a community of collaboration and sharing, open up opportunities to engage in forest education activities, and lay a foundation to collaboratively promote forest sector career options and opportunities.
- Capture and record successful practices and relevant forest sector information to share with others in the region, and with other regions.

Specific strategies and tactics:

1.1 Pilot up to three regional meetings to establish forest sector communities of practice aimed at connecting employers and influencers of youth career choices.
- The pilot meetings would be designed to provide a venue for employers and educators to network, share successful forest education practices, increase knowledge of forest sector career opportunities, capture ideas generated that support future collaborative career activities, and establish terms of reference for ongoing collaboration (if desired).
- The pilots would test the concept and determine what facilitates successful collaborative networks, identify the barriers to collaboration, and classify

components for successful career engagement collaborations involving employers and educators.

1.2 Develop a virtual forest sector community of practice information-sharing site to disseminate knowledge, information and promising practices related to forest sector recruitment, career awareness, exploration and engagement.
- The virtual platform would be a modest undertaking, allowing members of the communities of practice and other interested stakeholders to efficiently share and communicate.

2. **Improve Content and Accessibility to Forest Sector Career Information and Tools**

Both forest sector employers and influencers of youth career choices find it hard to access and use forest sector recruitment and career development information to support career discussions with youth. In light of significant investments in existing resources, the preferred approach in the short term is to make these more meaningful, relevant and useful rather than creating new materials. This includes ensuring they are up to date and accurate, and that users know where to find them.

Specifically, the advisory team found there is a lack of information about forest sector educational pathways; up-to-date occupational information; consolidated career information; information on successful forest education practices and programming; and forest sector career information targeted at youth.

The priority target group for the short term is youth aged 15-23. Other groups such as women, aboriginal people and immigrants will be considered where possible, but initially the focus is on youth. While efforts to reach out specifically to women, aboriginal people and immigrants were identified as important, the advisory team recommended that priority should be on those who are in the initial stages of making career plans and choices.

Advisory Group Recommendation: Ensure forest sector career information and tools are up to date, relevant and readily available.

Specific strategies and tactics:

2.1 Make the inventory of publicly available forest sector career information identified through this project available electronically or in a format that can be posted on a forest sector employer, school district or college website and on the community of practice share site so it can be used during career awareness activities and career conversations.

2.2 Develop a database of forest education programs and existing financial support, and make it available electronically or in a format that can be posted on forest sector employer, school district or college websites, and on the community of practice share site.
- Information about education programs and financial support is a key element of career planning activities. This tactic will provide an easy to use up-to-date reference for use by career counsellors and youth making education decisions.

2.3 Make available a collection of promising forest education programming and career activities for use during community of practice meetings and to post on the community of practice share site.

- Information about forest education programs, including youth outreach, career fairs, forestry programs and recruitment activities, can be used to generate local activities. This resource will provide a description of the programs and key contact information.

2.4 Develop forest sector career awareness information targeted at youth for use by forest sector employers and influencers to support their career planning conversations with youth.

- This resource will be targeted at youth aged 15–23.
- Provide forest industry information, forest sector labour market information, forestry career options, and opportunities and educational pathways to support career decision making.
- Employer and educator tools will be produced to facilitate presentations.

2.5 Raise awareness of the WorkBC website among forest sector employers and influencers of youth career choices so they can better utilize the forest sector career planning resources during their interactions with youth.

- WorkBC provides a wide variety of forest sector career information as well as a work search tool. Promoting this information makes it more likely that employers and educators will use it as a source of forest sector career information.

2.6 Establish a working group of career educators and forest sector employers to review the WorkBC forest sector content and, where appropriate, suggest ways to improve the content so it is more useful for forest sector employers and influencers of youth career choices.

- The WorkBC website is commonly used by career educators as a source of career planning information.

2.7 Establish a working group of career educators and employers to review the Greenest Workforce occupational profiles and, where appropriate, make suggestions to add content so it is more useful for forest sector employers and influencers of youth career choices in BC.

- Greenest Workforce is a source of occupational information used by many employers.

Strategic Plan Summary

1. STRATEGIC PRIORITY: Create Community of Practice Networks to Strengthen Engagement

GOAL: Forest sector employers and influencers of youth career choices share knowledge, successful practices and information related to forest sector recruitment[1] and career development[2] activities so they can promote forest sector career options and opportunities for youth aged 15-23.

MEASUREABLE OBJECTIVE: By fall of 2017, forest sector employers, K-12 educators, post-secondary forestry instructors, Aboriginal Skills and Employment Training Strategy (ASETS), Forests, Lands and Natural Resource Operations (FLNRO) and other influencers are testing the concept of regional collaborative meetings or communities of practice where they discuss and share their knowledge related to forest sector recruitment, career awareness and educational programming.

MEASUREABLE OBJECTIVE: By March of 2018, forest sector employers, K-12 educators, post-secondary forestry instructors, ASETS, FLNRO and other influencers are utilizing the virtual community of practice sharing website to post knowledge and information.

	Strategic Approach	Tactics	Timeframe
1.1	Pilot up to three regional meetings to establish forest sector communities of practice aimed at connecting employers and influencers of youth career choices.	✔ Organize, communicate and facilitate three regional forest sector community of practice concept and inaugural meetings. Costs include room rentals, refreshments, travel support and, where needed, substitute teachers. ✔ Create a draft community of practice terms of reference for presentation at the meetings. ✔ Identify possible attendees in three regions – Lower Mainland, Vancouver Island, BC Interior – and invite them to the meetings. Attendees to include forest sector employers, high school educators, post-secondary forestry instructors, ASETS contacts, forest industry associations, WorkBC, career/employment counsellors and FLNRO representatives. ✔ Plan the agenda and support information, including materials developed through this project and presentations from existing forest education champions. ✔ Discuss the terms of reference and opportunities to continue building connections among attendees. ✔ Document the knowledge shared at the meetings and post this on the virtual forest sector community of practice information-sharing website (1.2). ✔ Gather information on existing avenues/opportunities for forest sector employers to meet with educators such as career fairs, conferences and professional development days, and share this on the virtual community of practice platform (1.2). ✔ Discuss interest in building ongoing communities of practice and the mechanism to support and sustain future collaborative activities.	April to December 2017

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[1] **Recruitment activities** support the process of attracting, finding and hiring the best-qualified candidate (from within or outside of an organization) for a job opening, in a timely and cost effective manner.

[2] **Career development information** supports all areas of the career development process. It includes occupational, educational and employment-related resources, and is generally aimed at people exploring careers or actively looking for work. Industries and companies develop career information to attract potential workers (and learners) to their industry.

	Strategic Approach	Tactics	Timeframe
1.2	Develop a virtual forest sector community of practice information-sharing site to disseminate knowledge, information and promising practices related to forest sector recruitment, career awareness, exploration and engagement.	✓ Investigate creating a new platform, such as an electronic bulletin board, or building on an existing site to support the virtual sharing of knowledge, information and practices. ✓ Add applicable content to populate the platform prior to community of practice meetings. ✓ Use the platform to share information with members of each community of practice. ✓ Continue to populate the platform with career development and recruitment information, and share updates with the field for two years following development.	April 2017 to March 2020

2. STRATEGIC PRIORITY: Improve Content and Accessibility to Forest Sector Career Information and Tools

GOAL: Forest sector employers and influencers of youth career choices use up-to-date, publicly available forest sector recruitment and career development information to support their interactions with youth, aged 15-23.

MEASUREABLE OBJECTIVE: By March 2018, up-to-date and accurate forest sector career information is available to support activities undertaken by employers and influencers of youth career choices. The focus is on making existing materials more meaningful, relevant and useful, and creating an inventory of available forest sector career information, tools and education programming, and career awareness information targeted at youth. Forest sector career information on WorkBC and the Greenest Workforce is updated.

	Strategic Approach	Tactics	Timeframe
2.1	Make the inventory of publically available forest sector career information identified through this project available electronically or in a format that can be posted on a forest sector employer, school district or college website and on the community of practice share site.	✓ Evaluate the content of the inventory and select appropriate information that will support forest sector employers and influencers in their interactions with youth. ✓ Reproduce the inventory of publicly available forest sector career information in a useable format that can be distributed electronically or posted on a forest sector employer, school district or college website. ✓ Inform members of each community of practice of the availability of the information and distribute as requested. ✓ Share the product and suggestions for use at the inaugural community of practice meetings. ✓ Update the inventory annually until 2020.	April 2017 to March 2020
2.2	Develop and make available a database of forest education programs and existing financial support, and make it available electronically or in a format that can be posted on forest sector employer, school district or college websites, and on the community of practice share site.	✓ Develop a database of education and training programs (college, university and training) and existing financial support so it can be added to existing websites. ✓ Inform members of each community of practice of the availability of the information and distribute as requested. ✓ Distribute to school districts for their use during career planning and career conversations. ✓ Share the product and suggestions for use at the inaugural community of practice meetings. ✓ Update the database annually.	April 2017 to March 2020

	Strategic Approach	Tactics	Timeframe
2.3	Make available a collection of region-specific promising forest career and information programs and activities for use during the community of practice meetings and for posting on the community of practice share site.	✓ Research and collect information about promising forest career information programming aimed at youth 15-23. ✓ Create a shareable document for use by employers and influencers of youth career choices. ✓ Inform members of each community of practice of the availability of the information and distribute as requested. ✓ Share the product and suggestions for use at the inaugural community of practice meetings. ✓ Use this information to leverage ideas and spark interest in undertaking similar work in each community of practice region. ✓ Update the information annually.	April 2017 to March 2020
2.4	Develop forest sector career awareness information targeted at youth for use by forest sector employers and influencers of youth career choices to support their career planning conversations with youth.	✓ Create a career awareness fact sheet(s) aimed at youth to inform them of career options and opportunities across the forest sector using materials developed through this project and other content. ✓ Create an accompanying presentation template employers can use when asked to speak at career fairs, community events or in classrooms. ✓ Create a guide that educators can use during career planning and/or counselling sessions. ✓ Share the products and suggestions for use at the inaugural community of practice meetings. ✓ Create a calendar of key events for employers to attend such as the CES Career Education Society Conference, regional CES meetings, professional development days, regional career fairs. ✓ Support the development of a Career Zone for the forest sector on the BC Ministry of Education's career exploration website.	April to November 2017
2.5	Raise awareness of the WorkBC website among forest sector employers and influencers of youth career choices so they can better utilize the forest sector career planning resources during their interactions with youth.	✓ Help promote and increase use of the WorkBC site by preparing a navigation card with a focus on forest sector content. ✓ Distribute electronically to those involved in each community of practice. ✓ Distribute to forest sector employers and career educators/counsellors. ✓ Distribute WorkBC promotional information to career counsellors and forestry instructors in post-secondary institutions.	April 2017 to March 2018

	Strategic Approach	Tactics	Timeframe
2.6	Establish a working group of career educators and forest sector employers to review the WorkBC forest sector content and, where appropriate, suggest ways to improve the content so it is more useful for forest sector employers and influencers of youth career choices.	✓ Establish a working group to review WorkBC forest sector content, including occupational profiles and industry information, to identify gaps and recommend updates as required. ✓ Work with WorkBC to determine how best to revise the content.	April 2017 to March 2018
2.7	Establish a working group of career educators and forest sector employers to review the Greenest Workforce occupational profiles and, where appropriate, make suggestions to add content so it is more useful for BC forest sector employers and influencers of youth career choices.	✓ Establish a working group to review occupational profiles on Greenest Workforce website and recommend ways to make it more useful for BC employers. ✓ Work with Greenest Workforce to determine how best to revise the content.	April 2017 to March 2018

Inventory and Gap Analysis

Positioning the Sector for Recruitment Success Project
Project Deliverable for C17LMP008

November 2016

Prepared by Zielke Consulting Ltd.

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Purpose of the Report

The purpose of this report is to provide:
- A list of existing, publically available career information and recruitment products, programs, tools, and websites across the BC forest sector and within other jurisdictions, gathered through research and identified by advisory group members and key informants;
- A detailed analysis of each, including strengths, weaknesses, degree of ease for adopting or refining, and potential challenges for implementation;
- An account of the significant gaps in what is being used or how it is being used; and,
- An account of any other relevant information, including advisory group feedback, that will assist the project team in developing the strategic plan and prioritizing the actions contained in the plan.

Project Background

The forest sector has formed an alliance to represent the full breadth of the sector, articulating its vision and business case for action within the Forest Sector Workforce Initiative Roadmap (see attached *BC Forest Sector Workforce Initiative Roadmap* Report September 2015). As a strategy for success, the Roadmap recognizes that progress is required across a continuum of inter-related topic areas. This includes positive positioning, proactive outreach, education and training, effective recruitment, on-the-job training, and practical retention and succession strategies. A key pillar of the 'road map' is to position the sector for recruitment success with key target audiences by increasing awareness, attractiveness and relevance of the forest industry generally and in forest industry careers specifically.

The sector asserts that despite an improvement in public awareness and support for forestry, perceptions related to recruitment remain negative. Youth, in particular view the industry as low tech, environmentally unfriendly, seasonal and uncertain, and geographically remote, with similar views being held by educators, counsellors and parents.

Improving knowledge of career opportunities and relevant work search tools for key audiences (current forest industry employees, youth, First Nations, women and immigrants) is one means toward reaching new audiences of potential workers.

The Positioning the Sector for Recruitment Success project will assess current forest sector career information and workforce recruitment materials and programs, identify gaps and additional key products required as well as the means to create, deliver, sustain and evaluate them. Supported by an industry advisory group, the key deliverable is a workforce recruitment plan with specific goals, measurable objectives, materials/tactics that will be used to execute each objective, and the resources required. Upon completion and approval by industry, the recruitment plan would form the basis for a follow-up implementation project in 2017.

Inventory and Gap Analysis

The inventory and gap analysis involved a number of steps: researching useful and relevant career and recruitment information, materials, tools or programs; conducting an analysis of findings; and, reviewing the findings with the Advisory Group to identify gaps in what or how that it is being used.

The following definitions were used to assist in identifying suitable resources:

> **Career information** supports all areas of the career development process. It includes occupational, educational and employment related resources and is generally aimed at people exploring careers and jobs who are gathering information about a career field, industry or workplace or for people actively looking for work. Industries and companies develop career information to support the attraction of potential workers (and learners) to their industry.

> **Recruitment activities** support the process of attracting, finding and hiring the best-qualified candidate (from within or outside of an organization) for a job opening, in a timely and cost effective manner.

Approach

The inventory and analysis included the following activities:

Step One: Inventory

1. Conduct an internet search for existing, publically available career information and recruitment products, tools, and websites across the BC forest sector, within Canada, and in countries with similar sectors: Australia, UK, US (Idaho, California etc.).
2. Conduct an internet search for existing, publically available career information and recruitment products, tools and websites for other sectors.
3. Gather input from the project team, advisory group members and key informants to add to the inventory.
4. Document research findings in a table.

Step Two: Analysis

1. Analyze inventory based on the following:
   I. Strengths and weaknesses using a 1-3 scale:
      1. Narrow focus: generally one topic with limited audience or region.
      2. Useful: limited content related to career and recruitment information.
      3. Comprehensive: extensive career and recruitment information useful to a cross section of users.
   II. Degree of ease for adopting or refining (leveraging idea, content, sample) 1-3 scale
      1. Narrow focus.
      2. Some information/ideas/content could be useful.
      3. Good information/ideas/content that could be leveraged or adopted.
   III. Potential challenges for implementation.

2. Document anticipated challenges.

3. Review input from team members, advisory group members and key informants to identify additional ideas and/or relevant reports and determine how it could support the formulation of the strategies and setting priorities.

Step Three: Identification of significant gaps

1. Identify gaps in what is being used or how it is being used based on input from key informants and advisory group.

Step One: Inventory

The purpose of Step One was to create a list of the existing, publically available career information and recruitment products, materials, tools and websites across the BC forest sector, and within other jurisdictions. The inventory included gathering information from three sources: the internet, project team members, and advisory group members.

Internet Search

The initial internet search produced over 80 websites with information related to forestry career information and recruitment activities. Many websites provide generic narrowly targeted information on forestry career information and recruitment activities. However, some provide comprehensive 'one stop' content on forestry occupations, education and employment (work search tools), as well as forest industry information. **Appendix A: Website List and Analysis** **(ctr+click to go here).** After review for relevance, applicability to audience/users, the list was reduced to 60 websites with the breakdown as follows:

- 23 websites identified with a British Columbia forest sector focus,
- 17 websites that focus on other provinces or national forestry information,
- 11 websites that focus on forestry career and recruitment content for audiences from other countries other than Canada, and;
- 10 websites that provide career and recruitment content that support awareness of other industries.

Project Team Input

The project team provided six reports that provide background and contextual information that will be useful as reference documents when formulating the strategic plan and setting priorities. The reports are available on request with summary of the report contained in **Appendix B: Summary of Reference Documents.**

Advisory Group Input

The advisory group provided detail on specific attraction and recruitment activities they are currently engaged in as well as some of the challenges they currently experience. This insight was useful when

analyzing the information, resources and tools and when developing the strategic plan and setting priorities.

Step Two: Analysis

The inventory gathered 61 examples of current career information and recruitment products. Websites were the predominant vehicle of conveying information identified with content focused on forest sector industry information, forestry career information including occupational, educational and employment content. Several websites provided information on specific programming that supported career awareness or forest education or targeted forestry training. Some examples from other industries were also collected.

Analysis was completed in two steps:

a. Review of website content and rating for audience, strength of career information, and degree of ease for adopting or refining, and potential challenges for implementation.
b. Interviews with Key Informants to explore available sector career information and attraction and recruitment tactics.

Website Content Analysis

Appendix A: Website List and Analysis **provides the inventory and a detailed analysis of each item on the inventory.**

The table on the following page summarizes the website content analysis:

a. Summary of Findings: strengths and weaknesses

# of Resources and focus	Highlights
23 British Columbia	Strengths: • WorkBC was identified as a site that focused on the needs of career planners and work searchers looking for a range of information about BC industries including the forest industry and is widely known by career educators. • 22 other websites rated as useful but limited content, provide targeted forest information. • A number had content that could be useful to career educators to support lesson planning and career education. • Several websites provided good examples of region specific forest education programming such as COFI Forest Education and Carhi High School Forestry Program. Weaknesses: • WorkBC site may pose challenges to those searching for career options specifically in the breadth of the forest sector and presents some inconsistencies in how the sector is represented. • WorkBC site may not include all occupations found in the forest sector, specific industry sub sector information, or forest related education resources. • WorkBC site may be difficult to navigate unless the user knows what they are looking for. • While there were 22 websites rated as useful, without specific knowledge about the forest industry and the careers related to the forest sector, career planners or work searchers would have difficulty knowing how to access and locate the information. • Content is often focused on a specific area of forestry or targeted at an audience different than the career planner or work searcher. • Content of several websites is focused on one region of the province, so may not be applicable across the province. • The content of some of the websites may not reflect current industry information. • There was no comprehensive BC forest industry specific website that provided content to meet the needs of career planners or work searchers.
17 National/Provincial	Strengths • 2 websites rated as comprehensive – Work Wild (Alberta) and Greenest Workforce (National) - provided good examples of comprehensive career information useful to career planners and work searchers and would be useful for those just looking for general information on forestry career and the industry. • Greenest Workforce is a sector specific resource with a wide range of occupations represented.

	• 13 websites rated as useful contained information for specific occupations and/or teaching resources. Weaknesses • From a BC specific point of view, career planners and work searchers would need to figure out how the content of any of the national/other provinces related to the BC forest sector. • Some content may not reflect current working conditions or career opportunities in BC.
11 International	Strengths • On the surface, 2 websites - New Zealand's Woods careers and Australia's Growing Careers - rated as comprehensive appeared to represent comprehensive forest related websites that would be useful to career planners and work searchers who live in or were interested in locating in the specific location. Weaknesses • 9 websites were rated as useful did contain forest sector or career information but are likely not useful to BC users except in a general way.
10 Other industry	Strengths • One website – BC Tourism Industry website – contained a full range of content useful to career planners and work searchers who are interested in the Tourism industry and provided a good example of accessible and useable content. • BC Tourism Industry website also contained information useful to recruiters. • Several of the websites – BC Shipbuilding and BC Construction Association - rated as useful were good examples of sites that are accessible and useable, but lacked comprehensive content. Weaknesses • Most websites did not provide comprehensive content targeted at career planners or work searchers.

Conclusions:

- Three websites had forestry related content that is typically used to support an individual's career planning and work search activities (WorkBC in BC, Work Wild in Alberta, and Greenest Workforce across Canada).
- There were several international and websites representing other industries that provide good examples of content that would typically be used to support an individual's career planning and work search activities.
- Many of the websites contained content that could be leveraged or repurposed at a later date.
- While there was a larger than anticipated number of publically available websites that housed forest industry related content, it is likely that career planners and work searchers would be frustrated when having to find information located in so many places.
- While there were several national websites that had good content, their usefulness may be limited as the information may be too generic and not reflect the BC labour market, working conditions or economic reality.

- There were several examples of forest education programming, but the information and access to the program is limited.
- Many of the websites' content was focused on information for those who already working in the industry.
- There was limited content available for career educators or counsellors that was easy to access, repurpose and incorporate into their daily teaching activities.

b. Ease for adopting or refining

Two websites are applicable and could be used, but it would be difficult to see how they could be adopted for BC forest industry use "as is". The WorkBC site is not identifiable as a forest sector resource and the Greenest Workforce/FPAC sites are designed to be applicable for all provinces and territories.

There were, however:
- a number of websites identified that contained content very applicable to the forest sector and an individual's career planning and work search that could be adopted for use in another application;
- a number of promising practices identified that could be leveraged to support awareness and attraction activities, but there would need to be a mechanism to capture the practice and distribute the information to potential users; and,
- content and current practices that could be leveraged or considered as the basis for future tactics.

c. Potential challenges to implement

Generally, the inventory identified more resources available for public consumption than anticipated and reflected a moderate to good level of information that could be accessed by the public.

Depending on the approach/tactics identified by the advisory group, possible challenges could include:
- Cost of increasing awareness of what is currently available;
- Cost to refine content to make it accurate and useable for the intended audience;
- Cost of repurposing available products for use by career planners, work searchers and/or educators;
- Cost to capture the information for existing programming so other entities could leverage the idea/concept;
- Cost to create a source to capture, catalogue and house available forest industry information; and,
- Cost to sustain the tactic/approach over the long term.

Key Informant Interview Responses

Key informant interviews were conducted following the inventory and analysis to identify gaps in what is being used or how it is being used in relation to their attraction and recruitment activities. In total, there were 29 people interviewed between September 8th and 20th. Interviewees were sent an interview guide prior to the call and the phone interview lasted between 45- 90 minutes. **See Appendix C: Key Informant Interview Guide**

The interview questions were divided into two topics:
1. Current attraction and recruitment practices;
2. Experience with and/or use of currently available career and recruitment information, programs and tools.

There were two groups interviewed:

- Group One (Sector) consisted of 14 managers/and or human resource specialist employed by medium to large interior and coastal forest organizations. Represented organizations operate across the province (and some across Canada and the US) with employment opportunities in urban and remote rural communities.   Each organization has a wide range of occupations they recruit for that are made up of entry level to highly specialized occupations with a broad range of certification and educational requirements.
- Group Two (Educators/service providers) consisted of 16 people who represent a wide range of backgrounds and included users or producers of forest industry career information such as career counsellors and current employees, resource developers and high school and post-secondary educators. These interviewees represented a number of regions in the province and have direct contact with new entrants to the workforce, people in career transition and those moving through educational pathways.

See **Appendix D: Key Informant Interviewees**

Each interviewee was engaged in the conversation, passionate about their career development, attraction and recruitment activities and vocal about the gaps they saw in resources available to support their work.

1. Current Attraction and Recruitment Practices
    - Industry interviewees used a variety of strategies to advertise their positions including:
        o Aggregator Job boards such as Greenest Workforce, Association job boards, Canadian forestry job boards
        o Internal postings
        o Targeted social media ads
        o Billboards, local community job boards
        o Radio ads, local hockey arena community boards
        o Flyers posted around the community
        o Word of mouth
        o Employee referral program
        o Recruitment agencies especially for high specialized occupations where the talent is found globally
        o College/University job boards
    - Industry and Educators/Service Providers employed a number of tactics to attract potential employee/participants though the materials, delivery and reach was inconsistent. Strategies most often identified included:
        o Attendance at career/job fairs
        o Guest speaking in high schools/colleges

- A number of interviewees cited localized educational and learning partnership programming (described in the inventory) that has succeeded in attracting young people to learn about and engage in the forest industry but commented that sustaining the programming was challenging. Examples include the Carhi High School Forestry program, Mackenzie BC Timber Sales partnership with Selkirk College, and COFI Forest Education Program.
- Industry interviewees indicated that the downturn in the mining and energy sector had reduced pressure due to labour shortages, but warned it may be temporary and that there are still current and future challenges to filling many high skilled/technical positions.
- Industry interviewees identified challenges with recruiting candidates:
  - For almost all positions, especially specialized occupations or skilled trade positions;
  - Who wanted to live and work in rural/remote locations;
  - Due to the perception that the industry is in decline;
  - Due to the perception that the industry is not "green";
  - Due to the lack of understanding of the depth and breadth of available positions and occupations.

Identified Gaps
- While key informants were fairly positive about their ability to attract potential employees, they felt they lacked useable sector information, up to date occupational career information and mechanisms to engage with prospective workers, especially those in high school.
- Key informants felt there was general lack of understanding of the forest sector amongst potential candidates.
- Key informants suggested that due to lack of awareness of the depth and breadth of work/career opportunities in the forest sector, suitable candidates may pass over the forest sector when deciding on an educational pathway or job search strategy.

2. Use of Publically Available Career Information, Programs and Tools
- Key informants had limited knowledge of publically available forest sector information, career information, and education products, programming or tools that could support their attraction and recruitment work despite over 60 examples being identified through the inventory.
- Key informants (both sector and educators) indicated they tended to develop most of their own materials if they were engaging in community outreach, but are aware that it could be inconsistent with industry messaging.
- Key informants named two websites consistently as their main source of forest information but warned there was some inaccurate occupational information:
  - Greenest Workforce/FPAC
  - WorkBC

- Key informants representing employers expressed a low understanding of opportunities to work with the education system so they could impact youth's awareness of forestry career opportunities.
- Key informants representing employers were not familiar with the wide range of education/programming that currently exists in the province.
- Key informants representing educator/service providers were interested in developing relationships with their local forest sector employers but were not sure of how to engage.

Identified Gaps

- **Availability of Forest Sector information**
  - Key informants:
    - Expressed a concern about the lack of consistent messaging in the media, or learning materials, and career information related to the opportunities available in the industry.
    - Indicated accessing current sector information to support their awareness activities was difficult.
    - Indicated that available information does not reflect the breadth and depth of the sector and the lack of information may discourage new recruits or mid-career changers.
    - Expressed that the low profile of the positive aspects of the sector in media and government communications increased the perception that the industry is in decline.

- **Availability of Forestry Career Information**
  - Key informants:
    - Felt there was little information available to support their outreach to youth particularly in high school but as young as elementary school.
    - Thought there was a gap in publically available information that supports learners and work searchers in their efforts to gather information about:
      - forest occupations
      - work opportunities
      - job prospects
      - what it's like to work in the industry
      - how to apply for a job, or where one could work
    - Expressed that there was generic and/or some specific occupational information but no collective spot for career information to be found.
    - Responded that available information only profiled the "traditional forestry careers" such as logger, forester and sawmill worker, and did not profile some of the occupations such as IT, Bio-energy, business analysts, marketing and sales.
    - Identified a lack of career information targeted at youth, women, and immigrants for use by counsellors/career development educators or by companies to distribute at career fairs.

- **Information on how to get into a forestry career**
  - Key informants:
    - Reported a gap in forest education materials and opportunities for them as industry representatives to engage with k-12 educators to help improve knowledge of career pathways.
    - Stated there was little information on forestry career or learning pathways.
    - Noted a lack of consistent use of job boards which could make finding information about open positions difficult for work searchers.
    - Identified a lack of aggregated forestry education/learning/training information that is publically available.
    - Suggested routes to credentials/certification unclear for those trained outside of Canada.
    - Thought career counsellors, educators were unfamiliar with forestry career and learning pathways.
- **Other**
  - Key informants identified a lack of collaborative activities where successful attraction and recruitment practices and strategies could be shared and discussed.
  - Key informants identified a lack of programming to support forest education in all regions of BC.

Summary of Advisory Group Input on Research Findings

Advisory group members were provided with a questionnaire to guide their review of the inventory and analysis and the key informant interview responses. The answers to the questionnaire provided the foundation for the October advisory group and helped to refine additional gaps and to help identify potential tactics for consideration during the development of the strategic plan. See Appendix E: Research Findings Response Questionnaire. The following is a summary of the written responses from 11 of the advisory group members:

1. The advisory group supported the need for **up-to-date industry and labour market information** aimed at, and usable by, people exploring careers and jobs or by people actively looking work. The written response was:
   a. Industry information to support a person wanting to learn about the depth and breadth of forest sector operations. **Yes 10 Maybe 1**
   b. Information about the breadth of forest sector occupations and the ways to get into those occupations. **Yes 11**
   c. Career pathway information. **Yes 9 No 2**
   d. Information to help make career transitions within the industry. **Yes 11**
   e. Would a **"one stop" resource** be useful? **Yes 11**
2. The advisory group suggested the following approaches to close the information gaps:
   - Consolidate information in one source and ensure it is maintained and up to date.
   - Information needs to be more accessible.

- Help make what is already available – websites, programming, successful practices – accessible to a wider range of people.
- A website that provides an index of available resources about careers, forest sector operations, career and educational pathways and transitions.
- A source that amalgamates content so it represents the forest sector and the depth and breadth of the options and opportunities.
- Get career information into schools and to influencers such as career counsellors and academic advisors.
- Connection with groups such as the Ministry of Education that is already producing sector specific career information.
- Connection with groups such as the WorkBC offices to ensure the staff knows about opportunities in the sector.
- Provide opportunities for employers, educators and other stakeholders to collaborate to share successful engagement and recruitment experiences.

3. The advisory group agreed with the Key Informants regarding the identified **target populations** for attraction and recruitment. The written response was:
    a. Youth **Yes**: 11
    b. Aboriginal   **Yes**: 11
    c. Women   **Yes**: 11
    d. Immigrants   **Yes**: 9 **Maybe**: 1 **No**: 1

    Note during the advisory group meeting, the consensus was to focus on youth ages 15 -23 for the short term.

4. The advisory group suggested the following attraction and recruitment tactics specific to these populations:
- Employers get actively engaged with local communities and schools to promote the industry and raise awareness of career opportunities and work options.
- Develop targeted communication plans that reflect the key messaging of industry and provide strategies for outreach.
- Leverage medium where youth get information such as YouTube, mainstream social media, school curriculum, high school and college career center information.
- Get "boots" on the ground to present to school groups, educators, and other influencers to increase awareness of the opportunities in the industry.
- Get to youth early to expose them to the industry.
- Leverage existing programming and expand it to other regions.
- Copy other successful examples such as the mining career pathways information.

5. The following websites/organizations were identified as sources of information through the written advisory group responses:

a. COFI website
b. Ministry of Forests, Lands and Natural Resource Operations
c. http://www.woodlinks.com/
d. http://www.canadianwomenintimber.com/
e. http://wmc-cfb.ca/
f. WorkBC
g. Festival of Forestry program
h. Association of BC Forest Professionals (ABCFP)
i. WorkSafeBC
j. Career Trek website
k. Canadian Forests Website
l. Greenest Workforce (FPAC)
m. CareerTrack (WorkBC)
n. *http://www.bc-ctem.ca/ as an example*

6. The written responses from the advisory suggested the following to help fill the gaps or make the resources they use more useful:

   - The difficulty with all the websites is that they have been developed for a specific audience, and are based geographic location, about narrow focus occupations depending on what group is funding the website/content.
   - A website that is clearly focused on providing content related to the forest sector and the depth and breadth of options and opportunities that is targeted at career planners and work searchers.
   - A source that has up to date scholarship and education pathways would be useful to incorporate into a website.
   - WorkBC has good information but the sector needs to provide information about the full range of forest sector occupations and ensure that forest sector information is current.
   - Work with the Ministry of Education to produce a Career Zone for forestry.

Step Three: Summary of Significant Gaps

The analysis of the inventory, responses of the key informants input from the advisory group and helped to identify five gaps in currently available career information and recruitment products, programs, tools, and websites that if addressed could help improve the level of engagement with potential employers, increase the usage of available information and resources and potentially attract more workers to the forest sector.

GAPS

1. Awareness of available career information and recruitment products, programs, tools, and websites

   - The inventory identified a number of useful sources of information about the forest industry, forestry careers, and forest education programming however it was found that the key

informants were not aware of many of the sources identified by the inventory.

- The key informants were not aware of the variety of resources and felt that in itself was a challenge.
- This disconnect highlighted a gap between what is available and what is being used by sector employers and educators.

2. Consolidate sources to improve access and utilization of existing information about careers and recruitment products, programs, tools and existing websites.

- The research identified a number of useful sources of information about the forest industry, forestry careers, and forest education programming however, locating and accessing those sources of information was difficult.
- This lack of ease was identified as a gap by both the key informants and the advisory group and represents a lost opportunity to leverage the existing resources for use by employers, educators, career planners and work searchers.

3. Accurate and usable career and occupational information

- While the inventory identified several sources of forestry career and occupational profiles, interviews with key informants identified a low confidence in the depth and breadth of the content as well as the accuracy of the information and its usability with specific target audiences such as youth, women and aboriginal people.
- This lack of confidence could impact the usage of the career information and occupational profiles to support awareness activities and/or the development of attraction and recruitment tactics.

4. Access to existing forest education programming

- The inventory identified a number of forest education programs which are successfully running in various regions of the province. Key informants identified a gap in such programming in their own region.
- The lack of availability of programming in all regions in the province highlighted a gap not only in the ability to recruit new employees but in opportunities for youth, women and aboriginal people to learn about the sector.

5. Opportunities for employers to engage with educators and others who influence career and work choices

- The interviews with key informants – both employers and educators – identified a lack of knowledge of and opportunities for engagement and collaboration between each other.
- This desire to connect highlighted a gap in opportunities to share, develop and engage and pool resources around awareness, attraction and recruitment activities.

Next Steps

This identification of the five gaps provides the basis for the project team to develop draft strategies and tactics that could address the identified gaps. If executed, over the medium to longer term, the forest industry would be in a position to work collaboratively with employers, educators and others to increase the awareness of careers in forestry and to attract potential workers.

The following will be produced and submitted to the advisory group for review and input in late November:

1. The specific goal(s) the forest sector is trying to achieve within the medium and long term,
2. The measureable objectives that will be used to support the attainment of the goals and;
3. The tactics that will be used to execute each objective.

Appendix A: Inventory List and Analysis of Website Content

Press ctrl +click to follow link to next section

British Columbia Forest Industry Website Description	Source: web link	Type of content: Education K-12, Career Information CI, Work Searchers WS, industry information II	Strength of Career Information for key audiences: 1-3 with 3 comprehensive, 2 useful but limited content and 1 narrow focus	Degree of ease for adopting or refining: 1-3 with 3 can be leveraged/adopted, 2 career information useful and 1 narrow focus but useful to targeted audience	Potential Challenges for implementation
Association of BC Forest Professionals provides information on the forest industry		CI, WS, II, K-12	2: Useful information for specific occupations, teaching resources, general public and job board	3: Leverage teaching resources and some occupational information	Need to create awareness for career planners, work searcher and educators
Association of Professional Biologists		CI, II, K-12	2: Useful information for specific occupations, teaching resources, general public and job board	3: Leverage teaching resources and some occupational information	Need to create awareness of teaching materials and occupational information
BC Community Forests Association		CI, WS, II, K-12	2: Useful information for specific occupations, teaching resources, general public and job board	3: Leverage teaching resources and some occupational information	Need to create awareness for career planners, work searcher and educators

British Columbia Forest Industry Website Description	Source: web link	Type of content: Education K-12, Career Information CI, Work Searchers WS, industry information II	Strength of Career Information for key audiences: 1-3 with 3 comprehensive, 2 useful but limited content and 1 narrow focus	Degree of ease for adopting or refining: 1-3 with 3 can be leveraged/adopted, 2 career information useful and 1 narrow focus but useful to targeted audience	Potential Challenges for implementation
BC Forest Discovery Centre provided information and learning activities about the forest industry for use by teachers		CI, II, K-12	2: Teaching materials only, focused in one region	3: Leverage teaching resources and some occupational information	Need to develop mechanism to increase awareness of learning materials
BC Timber Sales		II, WS	2: Useful industry information, job postings	1: May not be applicable as career information	Provides contextual industry information, source of many jobs in forest industry but not represented like that on website
Career Trek has videos for a number of forest industry occupations aimed at engaging youth		CI, k-12	2: useful occupational information but limited occupations profiled	3: Leverage content	Would need to create additional videos
Canadian women in timber is an organization that focuses on public education through schools and community organizations; and enhance and foster public understanding of BC's forest resources and sustainable forestry	http://www.canadianwomenintimber.com/	II, K-12	1: Useful information about specific program	3: leverage idea	Would require support to implement further outreach

British Columbia Forest Industry Website Description	Source: web link	Type of content: Education K-12, Career Information CI, Work Searchers WS, industry information II	Strength of Career Information for key audiences: 1-3 with 3 comprehensive, 2 useful but limited content and 1 narrow focus	Degree of ease for adopting or refining: 1-3 with 3 can be leveraged/adopted, 2 career information useful and 1 narrow focus but useful to targeted audience	Potential Challenges for implementation
Carihi High School Forestry Program		k-12	2: Useful information about a specific program	3: leverage idea and duplicate in other school districts	Would require support to implement the programming
Carihi High School Forestry Program		k-12	2: Useful information about a specific program	3: Leverage idea and duplicate in other school districts	Work require support to implement the programming
College of New Caledonia provides links provide additional information about the forestry and natural resources sectors and career opportunities for program graduates.		II, CI	2: Useful career information note All BC colleges that offer forestry programming have similar information	3: Leverage content	Need to consolidate education pathway information
Community Forest Association provides information about community forests and activities related to its operation		II	2: Useful information	1: Narrow focus	Could be included to provide content on industry information

British Columbia Forest Industry Website Description	Source: web link	Type of content: Education K-12, Career Information CI, Work Searchers WS, industry information II	Strength of Career Information for key audiences: 1-3 with 3 comprehensive, 2 useful but limited content and 1 narrow focus	Degree of ease for adopting or refining: 1-3 with 3 can be leveraged/adopted, 2 career information useful and 1 narrow focus but useful to targeted audience	Potential Challenges for implementation
Council of Forest Industries provides industry information, k-12 learning opportunities and materials for youth in northern interior		CI, II, K-12	2: Useful industry information, learning materials for k-12, and industry awareness program	3: Leverage teaching resources, some industry and occupational information	Need to create awareness of teaching materials. COFI targeted education program in central interior could be duplicated but would require funding
Evans Lake is operated by the Evans Lake Forest Education Society, a not for profit charity, with the mandate to provide outdoor & forest education opportunities for children and youth.		k-12	1: Narrow focus, region specific	3: Leverage idea	Ongoing funding for programming, industry engagement and limited sites that can support the programming
Federation of BC Woodlot Associations		II, k-12	2: Useful information and learning resources	2: Lessons and approach may be able to be leveraged	Need to develop mechanism to increase awareness of learning materials

British Columbia Forest Industry Website Description	Source: web link	Type of content: Education K-12, Career Information CI, Work Searchers WS, industry information II	Strength of Career Information for key audiences: 1-3 with 3 comprehensive, 2 useful but limited content and 1 narrow focus	Degree of ease for adopting or refining: 1-3 with 3 can be leveraged/adopted, 2 career information useful and 1 narrow focus but useful to targeted audience	Potential Challenges for implementation
Festival of Forestry is a non-profit organization committed to providing quality professional development experiences for school teachers.		II, k-12	2: Useful strategy to engage educators	3: Leverage idea	Would need additional funding and partnerships to increase programming
First Nations Forestry Training Program information, recruitment strategy		CI	1: Narrow focus, region specific	3: Leverage idea	Ongoing funding for programming, industry engagement and limited sites that can support the programming
Habitat Conservation Trust Foundation		II, k-12	2: Information about forest land use	2: Lessons and approach may be able to be leveraged	2: Lessons and approach may be able to be leveraged

British Columbia Forest Industry Website Description	Source: web link	Type of content: Education K-12, Career Information CI, Work Searchers WS, industry information II	Strength of Career Information for key audiences: 1-3 with 3 comprehensive, 2 useful but limited content and 1 narrow focus	Degree of ease for adopting or refining: 1-3 with 3 can be leveraged/adopted, 2 career information useful and 1 narrow focus but useful to targeted audience	Potential Challenges for implementation
Interior Logging Association learning opportunities include "the Forestry Education Van" was designed as a teaching resource at many levels. It complements two teaching resources, aiding learning objectives in the Grades 3 and 5 Social Studies and Science curriculum: Community Development - The History of Logging (Grade 3) and Our Living Resource - The Forest (Grade 5).		CI, k-12, II	2: Useful information and learning resources	2: Lessons and approach may be able to be leveraged	Could be included to provide content on industry information
Learn Forestry Volunteer site that provides an interactive site that offers forest related lesson plans, games, book and video lists, newsletters and much more for web visitors of all ages		II, K-12	2: Narrow focus, teaching materials only, site not kept up to date	3: Leverage teaching resources and some occupational information	Need to develop mechanism to increase awareness of learning materials

British Columbia Forest Industry Website Description	Source: web link	Type of content: Education K-12, Career Information CI, Work Searchers WS, industry information II	Strength of Career Information for key audiences: 1-3 with 3 comprehensive, 2 useful but limited content and 1 narrow focus	Degree of ease for adopting or refining: 1-3 with 3 can be leveraged/adopted, 2 career information useful and 1 narrow focus but useful to targeted audience	Potential Challenges for implementation
Ministry of Forests, Lands, and Natural Resource Operations		II, WS	2: Useful industry information, job postings	1: May not be useful as career information	Provides contextual industry information, source of many jobs in forest industry but not represented like that on website
South Coast Conservation Program		II, k-12	2: Useful forest land use information, job postings	2: Lessons and approach may be able to be leveraged	2: Lessons and approach may be able to be leveraged
Workbc provides information about forestry jobs including salary, demand, education level		CI, WS, II, K-12	3: Comprehensive career information and is useful to the general public. Does not include a full range of occupational information, specific industry information, and teaching resources are generic	3: Leverage the content	For the average user, information is dense and may be difficult to utilize it for career development purposes without guidance. Educators if aware of the resource could use it as a career awareness and planning tool

British Columbia Forest Industry Website Description	Source: web link	Type of content: Education K-12, Career Information CI, Work Searchers WS, industry information II	Strength of Career Information for key audiences: 1-3 with 3 comprehensive, 2 useful but limited content and 1 narrow focus	Degree of ease for adopting or refining: 1-3 with 3 can be leveraged/adopted, 2 career information useful and 1 narrow focus but useful to targeted audience	Potential Challenges for implementation
Worksafebc provides resources to support safe work practices in the forest sector. For use in the classroom or as information to workers		CI, k-12	2: Useful information and learning resources	2: Lessons and approach may be able to ve leveraged	Need to develop mechanism to increase awareness of learning materials

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National/Provincial Forest Industry Website Description	Source: web link	Type of content: Education K-12, Career Information CI, Work Searchers WS, industry information II	Strength of Career Information for key audiences: 1-3 with 3 comprehensive, 2 useful but limited content and 1 narrow focus	Degree of ease for adopting or refining: 1-3 with 3 can be leveraged/adopted, 2 career information useful and 1 narrow focus but useful to targeted audience	Potential Challenges for implementation
Alberta Government website provides occupational information		CI	2: Useful information	1: Narrow focus	Alberta occupations
Canadian Forestry Association provides educational materials for k-12 educators		k-12	2: Useful information for specific occupations, teaching resources, general public and job board	3: Leverage content	Narrow focus need to increase awareness (or find a home for content)
Canadian Forests website links to job board, industry associations, information and research		II, CI, WS	2: Useful information for specific occupations, teaching resources, general public and job board	3: Leverage content	Need to increase awareness of content
Canadian Institute of Forestry provides information on forestry in Canada, lesson plans, and sponsors educational programming		II, CI, k-12	2: Useful information for specific occupations, teaching resources, general public and job board	3: Leverage content	Need to increase awareness of content
Forests Ontario's online video brings the stories of the forest to life through the eyes of the students, teachers and various stakeholders in the forest management process		CI, II	2: Useful information for specific occupations, teaching resources,	3: Leverage content	Narrow focus need to increase awareness (or find a home for content)

National/Provincial Forest Industry Website Description	Source: web link	Type of content: Education K-12, Career Information CI, Work Searchers WS, industry information II	Strength of Career Information for key audiences: 1-3 with 3 comprehensive, 2 useful but limited content and 1 narrow focus	Degree of ease for adopting or refining: 1-3 with 3 can be leveraged/adopted, 2 career information useful and 1 narrow focus but useful to targeted audience	Potential Challenges for implementation
learning materials for k-12		k-12, II	1: Useful lesson plans	3: leverage content	Ontario focus but could be adapted
Manitoba Forestry association provides lesson plan related to forest health, climate change, biodiversity and forest sustainability		CI, k-12, II	2: Useful information for specific occupations, teaching resources, general public and job board	3: Leverage teaching resources and some occupational information	Manitoba forest content
National Aboriginal Forestry Association provides information about forestry and electronic job board	_/_	II, WS	2: Useful information for specific occupations, teaching resources, general public and job board	3: Leverage content	Narrow focus need to increase awareness (or find a home for content)
Nationally produced Greenest Workforce website provides information on forest industry careers		CI, II, WS, k-12	3: Comprehensive career information and is useful to the general public. Does not include a full range of occupational information, specific industry information, and teaching resources are generic	3: Leverage the content	For the average user, information is dense and may be diffcult to utilize it for career development purposes without guidance. Educators if aware of the resource could use it as a career awareness and planning tool

National/Provincial Forest Industry Website Description	Source: web link	Type of content: Education K-12, Career Information CI, Work Searchers WS, industry information II	Strength of Career Information for key audiences: 1-3 with 3 comprehensive, 2 useful but limited content and 1 narrow focus	Degree of ease for adopting or refining: 1-3 with 3 can be leveraged/adopted, 2 career information useful and 1 narrow focus but useful to targeted audience	Potential Challenges for implementation
New Brunswick Forestry Website provides information on careers in forestry		k-12, CI, II	2: Useful information for specific occupations, teaching resources, general public and job board	3: Leverage content	New Brunswick focus
Occupational Information related to engineering and Forestry		CI	2: Useful information for specific occupations, teaching resources, general public and job board	3: Leverage content	Narrow focus need to increase awareness (or find a home for content)
Ontario government website career map - internationally trained professionals forestry		CI	1: Useful content to immigrants.	2: information useful to immigrant	Ontario focus
Ontario government website provides information on Forest Industry		WS, CI	2: Useful information for specific occupations, teaching resources	3: Leverage content	Ontario focus
Service Canada's Job Futures provides information on forestry occupations		CI	2: Useful information for specific occupations, general public and job board	3: Leverage content	Need to increase awareness (or find a home for content)
The Forest Productions Association of Canada provides information on the Forest Industry		II, k-12, CI	2: Useful information for specific occupations, general public and job board	3: Leverage content	Need to increase awareness (or find a home for content)

National/Provincial Forest Industry Website Description	Source: web link	Type of content: Education K-12, Career Information CI, Work Searchers WS, industry information II	Strength of Career Information for key audiences: 1-3 with 3 comprehensive, 2 useful but limited content and 1 narrow focus	Degree of ease for adopting or refining: 1-3 with 3 can be leveraged/adopted, 2 career information useful and 1 narrow focus but useful to targeted audience	Potential Challenges for implementation
Website geared at supporting teachers to deliver education related to environment and natural resources. Career profiles and lesson plans		k-12	2: Useful information for specific occupations, teaching resources,	3: Leverage content	Narrow focus need to increase awareness (or find a home for content)
Work wild website provides information about careers, education and scholarships. Videos and teacher resources are available		CI, k-12, WS, II	3: Comprehensive career information and is useful to the general public.	3: Concept could be leveraged in BC	Website and content development
Women in Timber					

International Forest Industry Resource	Source: web link	Type of content: Education K-12, Career Information CI, Work Searchers WS, industry information II	Strength of Career Information for key audiences: 1-3 with 3 comprehensive, 2 useful but limited content and 1 narrow focus	Degree of ease for adopting or refining: 1-3 with 3 can be leveraged/adopted, 2 career information useful and 1 narrow focus but useful to targeted audience	Potential Challenges for implementation
US National Science Foundation. Provides career and education information on careers in the forest and natural resources occupations - profiles good		II, k-12, CI	2: Useful industry information, learning materials for k-12, and industry awareness program	3: Leverage teaching resources, some industry and occupational information	US content
Learning Path Generic career information about forestry and natural resource occupations		CI, k-12	2: Useful industry information, learning materials for k-12, and industry awareness program	3: Leverage teaching resources, some industry and occupational information	US content
Idaho state Forest industry and career information		II, WS, CI, k-12	3: Comprehensive career information and is useful to the general public. Does not include a full range of occupational information, specific industry information, and teaching resources are generic	3: Content useful leverage ideas	US content
Oregon site that provides information about careers including LMI and job descriptions, educational pathways		CI, WS	2: good career information and job search site	2: narrow content, missing Industry Information	US content

International Forest Industry Resource	Source: web link	Type of content: Education K-12, Career Information CI, Work Searchers WS, industry information II	Strength of Career Information for key audiences: 1-3 with 3 comprehensive, 2 useful but limited content and 1 narrow focus	Degree of ease for adopting or refining: 1-3 with 3 can be leveraged/adopted, 2 career information useful and 1 narrow focus but useful to targeted audience	Potential Challenges for implementation
Australian Website to support career and learning planning. Features links to career information and education and training		II, WS, CI	2: Useful industry information, and career information and work search	3: Leverage approach to career and learning planning	AU content
New Zealand Government occupational profiles. Career information and LMI		II, WS, CI, k-12	2: Comprehensive career information and is useful to the general public. Does not include a full range of occupational information, specific industry information, and teaching resources are generic	3: Content useful leverage ideas	NZ content
New Zealand Forest Sector website provides career information about occupations and LMI		II, WS, CI, k-12	2: Comprehensive career information and is useful to the general public. Does not include a full range of occupational information, specific industry information, and teaching resources are generic	3: Content useful leverage ideas	NZ content

International Forest Industry Resource	Source: web link	Type of content: Education K-12, Career Information CI, Work Searchers WS, industry information II	Strength of Career Information for key audiences: 1-3 with 3 comprehensive, 2 useful but limited content and 1 narrow focus	Degree of ease for adopting or refining: 1-3 with 3 can be leveraged/adopted, 2 career information useful and 1 narrow focus but useful to targeted audience	Potential Challenges for implementation
UK Forest Commission industry information		II, WS, CI	2: Government website, career information, industry information, work search link	2: content may be useful	UK perspective
Australian Association that provides skills advisory services to government and industry to improve standards and qualifications in specific industries.		CI, II	2: Narrow focus provides good information on the forest industry, and information on qualifications	2: content may be useful	AU content
Australian website that provides educators with teaching resources relevant to Australian curriculum with a focus on Australian forests and sustainable timber products		k-12, II	2: Narrow focus provides good learning resources for educators	1: may be useful for specific target audience	AU content
New Zealand Forest Sector website provides educational resource to support teachers, on-line job board		k-12, WS, II, CI	3: Information on the forest industry, careers and required qualifications	2: content may be useful to leverage ideas	NZ content

Other Industry/Description	Source: web link	Type of content: Education K-12, Career Information CI, Work Searchers WS, industry information II	Strength of Career Information for key audiences: 1-3 with 3 comprehensive, 2 useful but limited content and 1 narrow focus	Degree of ease for adopting or refining: 1-3 with 3 can be leveraged/adopted, 2 career information useful and 1 narrow focus but useful to targeted audience	Potential Challenges for implementation
BC Building Trade Magazine profiling workers in BC Building Trades		WS, II, CI	2: Useful career information for one industry	3: Ideas for content could be adopted	Funding to sustain resource content
BC Construction Association industry information		CI, II, K-12	2: Useful information for specific occupations, teaching resources, general public and job board	3: Ideas for content could be adopted	Funding to sustain website and resource content
BC Shipbuilding Comprehensive career, learning and industry information website related to shipbuilding industry in BC		CI, II, K-12	2: Useful information for specific occupations, teaching resources, general public and job board	3: Concept could be adopted	Funding to sustain website content
BC Tourism recruitment, industry and career awareness information		CI, II, WS, K-12	3: Comprehensive career information and recruitment materials	3: Ideas for content could be adopted	Funding to sustain website and resource content and programming offered
Construction Foundation of BC - industry supported foundation to promote career in construction, programming and education resources		CI, II, k-12	2: Useful information to show how industry supports youth transition to jobs	3: Ideas could be adopted	Funding to sustain website and resource content

Other Industry/Description	Source: web link	Type of content: Education K-12, Career Information CI, Work Searchers WS, industry information II	Strength of Career Information for key audiences: 1-3 with 3 comprehensive, 2 useful but limited content and 1 narrow focus	Degree of ease for adopting or refining: 1-3 with 3 can be leveraged/adopted, 2 career information useful and 1 narrow focus but useful to targeted audience	Potential Challenges for implementation
Greater Vancouver Home Builders Association provides information on career and learning options		CI, II, K-12, WS	2: Useful information for specific occupations, teaching resources, general public and job board	3: Ideas for content could be adopted	Funding to sustain website and resource content
ITA Youth - targeted programming to support youth transition to trades training		CI, K-12	2: Useful career information for one industry	3: Ideas for content could be adopted	Funding to sustain website, teaching materials resource and targeted programming
Mining in BC career options resource		CI, II, K-12	2: Useful information for specific occupations, teaching resources, general public and job board	3: Concept could be adopted	Funding to sustain website and resource content
Mining in BC education and training options		CI, II, K-12	2: Useful information for specific occupations, teaching resources, general public and job board	3: Concept could be adopted	Funding to sustain website and resource content

Other Industry/Description	Source: web link	Type of content: Education K-12, Career Information CI, Work Searchers WS, industry information II	Strength of Career Information for key audiences: 1-3 with 3 comprehensive, 2 useful but limited content and 1 narrow focus	Degree of ease for adopting or refining: 1-3 with 3 can be leveraged/adopted, 2 career information useful and 1 narrow focus but useful to targeted audience	Potential Challenges for implementation
Ministry of Education - example of a career mapping tool for use by career teachers and counsellors		CI	2: Useful career information for one industry	3: Ideas for content could be adopted	Funding to sustain resource content

Appendix B: Summary of Reference Documents

The following is a summary of the reports supplied by the Project Team:

- o BC Communication Needs Assessment: Interviews with Stakeholders (2014)
    - ▪ The report provided an account of interviews with stakeholders in relation to their experiences with the forest products industry, key factors which could encourage people to pursue the industry as a career choice, assess level of awareness of job opportunities in the sector and to identify the communication tools that are suitable to reach different stakeholders in awareness and recruitment efforts.
- o Recruitment and Training in the BC Forest Sector: A Roadmap Forward (2015)
    - ▪ The report identified the need for a concentrated attraction and recruitment plan outlining four interconnected strategies that included positive positioning, positive outreach, pertinent education and training and effective recruitment, sufficient on-the-job training and practical retention and succession strategies. This report for provided the basis for the concurrent Labour Market Partnership projects launched in 2016.
- o Renewing Canada's Greenest Workforce: A Labour Market Intelligence Report (2011)
    - ▪ The report takes a look at the future, challenges, opportunities of the forest industry and identifies actions that can be taken to improve the long term outcomes for the forest sector.
- o BC Solid Wood Human Resources Committee: A Human Resources Strategy for the Solid Wood Sector (2012)
    - ▪ The report lays out goals and actions for ensuring that forest companies can build and retain the workforce they need in the years ahead and is focused on strategies that can be worked on collaboratively by the sector as a whole.
- o Solid Wood Scan and Gap Analysis (2013)
    - ▪ The report presents the results of a scan of work that was done between 2003 and 2013 that identifies a number of actions and strategies that address workforce attraction and recruitment in the solid wood industry and to identify gaps and best practices which could be leveraged by the solid wood sector to address labour force issues.
- o BC Pulp and Paper Sector Human Resource Strategy and Implementation Plan (2014)
    - ▪ The report provides a comprehensive overview of the current human resource conditions in the pulp and paper sector, likely HR issues and provides direction for potential future strategies
- o British Columbia Coastal Forest Industry Human Resource Strategy (2014)
    - ▪ The report provides an account of the labour market and training needs analysis, Coastal Forest Industry Human Resources Strategy and Implementation Planning approach.

Appendix C: Key Informant Interview Guide

POSITIONING THE SECTOR FOR RECRUITMENT SUCCESS PROJECT:
KEY INFORMANT INTERVIEWS
SEPTEMBER 2016

The Project
Positioning the Sector for Recruitment Success project will assess current forest sector career information and workforce recruitment materials and programs, identify gaps and additional strategic products that may be useful to support workforce attraction and development.

The key deliverable is a workforce attraction plan that identifies materials/tactics required as well as the means to create, deliver, sustain and evaluate any future resources that may be produced

Upon completion, the plan would form the basis for a follow-up implementation project in 2017.

Purpose of the Key Informant Interviews
Key informant interviews are one of the primary research methods that will be used for the project. Key informant interviews will collect information and advice on potential products and/or tactics related to workforce attraction.

Project Background
The forest sector has formed an alliance to represent the full breadth of the sector, articulating its vision and business case for action within the Forest Sector Workforce Initiative Roadmap. As a strategy for success, the Roadmap recognizes that progress is required across a continuum of inter-related topic areas. This includes positive positioning, proactive outreach, education and training, effective recruitment, on-the-job training, and practical retention and succession strategies. A key pillar of the 'road map' is to position the sector for recruitment success with key target audiences by increasing awareness, attractiveness and relevance of the forest industry generally and in forest industry careers specifically. The sector asserts that despite public awareness and support for forestry has been improving, perceptions related to recruitment remain negative. Youth in particular view the industry as low tech, environmentally unfriendly, seasonal and uncertain, and geographically remote, with similar views being held by educators, counsellors and parents.

Improving knowledge of career opportunities and relevant work search tools for key audiences (current forest industry employees, youth, First Nations, women and immigrants) is one means toward reaching new audiences of potential workers.

The Council of Forest Industries (COFI) will provide the oversight and project management. The project team consists of, Anne Mauch, COFI project manager, and Jessi Zielke, Zielke Consulting Ltd project contractor, Kelly McCloskey, project advisor, *BC Forest Sector Workforce Initiative.*

Key Project Milestones

1. Project Work Plan   August 8, 2016
2. Inventory and Gap Analysis   November 7, 2016
3. Draft Strategic Plan   December 5, 2016
4. Strategic Plan   December 21, 2016
5. Sustainability Plan   January 19, 2017
6. Evaluation Framework   January 19, 2017
7. Project completion   January, 2017

About the Key Informant Interview

Jessi Zielke will set up a time between September 8 – 19th. The phone interview should take no more than 30-45 minutes. A follow up email will be sent so interviewees can view several examples of other industry's recruitment information and provide additional feedback via email. The following are the questions that will be asked during the interview.

Interview Questions

Name:

Location:

Company/Affiliation:

The following questions will be sked during the interview.

A. About your company and recruitment experiences

1. Please describe what your company does and your role in it.
2. What types of positions does your company normally hire?
3. Has your company experienced <u>difficulty</u> in recruiting employees?
4. Has your company experienced <u>success</u> in recruiting employees?
5. How do you advertise your positions?
   a. Do you use an electronic job board?
      i. If so what site?
   b. Do you advertise in the local paper?
   c. What other tactic do you use to attract workers?
   d. Other comments

B. Information relevant to learners and/or work searchers

1. During previous workforce recruitment studies, a gap in publically available <u>forest industry information</u> was identified. This type of information is normally used to promote the industry as a good place to work and as one with good long term job prospects.
   a. What has been your experience?
   b. Do you think this has this lack of information has impacted people getting interested in a career in forestry?
   c. Do you know of any website/resources/programs that support the public's learning more about the Forest industry?

> > i. What do you like about the resource? What could be improved to support your recruitment activities?
> d. If you can't think of any current resources, what type of resource would be useful to learners and work searchers?

2. A lack of <u>forestry career information</u> was also identified in previous studies. Career information refers to occupational information, what it's like to work in the industry, how to apply for a job, or where one would work etc.
   a. What has been your experience?
   b. Do you know of any forestry career information/resource/programs that may be useful to new entrants or people in career transition?
      i. What do you like about the resource?
      ii. What could be improved to support your recruitment activities?
   c. If you can't think of any current resources, what type of resource would be useful?

3. Previous studies identified a low understanding by job seekers and new entrants of the <u>how to get into a forestry career</u> such as what education to take or what experience one needs or how to apply for a job.
   a. What has your experience been like?
   b. Do you know of any website/resources/programs that support the public's learning more about forestry educational/career routes/career opportunities?
      i. What do you like about the resource? What could be improved?
   c. If you can't think of any resources that are useful to support increasing the public's knowledge about how to get into a forestry career, what would you like to see made available?
   d. Some counsellors, parents and students have suggested that a searchable database of forest sector scholarships and bursaries would be helpful. Do you agree? If so, what should the searchable criteria be (e.g., award amounts, apply-by-dates, award eligibility, judging criteria, other)?
   e. Others have suggested that a searchable database of all current forestry oriented education and training programs would be helpful (e.g., all public post-secondary institutions, forest industry specific training and education programs, and private training organizations). If you agree, what should the searchable criteria be (e.g., location, duration, career pathway, other)?

C. What can you suggest?

1. What are your thoughts on better positioning the sector for recruitment success?
   a. What strategies can you suggest?
      i. Opportunities and benefit piece is bigger than we think
2. Are there key target audiences you would like to reach?

Appendix D: Key Informant Interviewees

FORESTRY INTERVIEWEES	Position and Company	Sector
Meagan Cook	Team Lead, Talent Acquisition, **Canfor**	Solid Wood, Pulp & Paper
Heather Press	Manager, Recruitment and Organizational Development, **Tolko Industries Ltd**	Solid Wood
Lisa Perrault	Coordinator, Strategic Products, **Western Forest Products**	Solid Wood, Forestry & Logging
Jennifer Jones	Human Resource Manager, **Teal Jones**	Solid Wood
Monica Bailey	Director, Communications and Engagement **TimberWest**	Communications/PR
Gordon Prest	RPF, Consultant	First Nations Youth
Bill Bourgeois	RFP, Consultant **New Direction Resource**	Youth, Forest Health
Irene Hensell	Director, Talent Acquisition **Paper Excellence**	Pulp & Paper
Jonathan Locke	**Strategic Natural Resource Consultants**	Forestry & Logging
D'Arcy Henderson	Cariboo Regional Manager **West Fraser Timber**	Solid Wood, Pulp & Paper
Darelle Obo	Human Resource Coordinator **West Fraser Timber**	Solid Wood, Pulp & Paper
David Schwarz	District Manager, **MacKenzie Natural Resource District**	FLNRO Government, BC Timber Sales
David Van Dolah	District Manager **Northern Interior Natural Resource District**	FLNRO Government, BC Timber Sales
Laura Dressler	Lead Special Projects Talent Acquisition **Western Forest Products**	Solid Wood, Forestry & Logging
Other: Resource Developer, Educators, Trainers/PSI, Forest Industry Employees		
Bob LaRocque	**Forest Products Association of Canada**	Pulp &Paper, Solid Wood, Forestry
Tawyna Wood	Shipbuilder Web Master	Responsible for development of BC shipbuilder website
Steve Finn	Program Head, Forest and Natural Areas Management **BCIT**	Post-Secondary Education

Gord Armour	Educator, President, **CES Career Education Society**	Education
Ann Normand	Program Manager, Work Wild **Alberta Forest Products Association**	Work Wild (Recruitment Site)
Ed Morrice	Program Head Natural Resources and Environmental Technology Program **College of New Caledonia**	Post-Secondary Education
Mike Jones	**Kermode Careers, Terrace**	Education, Counsellor
Jeff Lontayao	Teacher **School District 72, Carihi Secondary School**	Career Facilitator
Chris Lear	Forest Education Consultant, **COFI**	General
Sandy McKellar	Forestry Communication Consultant, **Tree Frog Communications**	General
Felipe Harata	Forester, **Strategic National Resources**	Forestry Employee
David Johnes	Forester in Training **Strategic National Resources**	Forestry Employee
Devesh Bahaguna	Forestry **Strategic National Resources**	Forestry Employee
David Dompreh	GIS Technician **Strategic National Resources**	Forestry Employee

Appendix E: Research Findings Response Questionnaire

Positioning the Sector for Recruitment Success Project
Preparation for October 20th Advisory Group meeting

Feedback and Input Request

The attached Draft Preliminary Inventory and Gap Analysis Report provides information to help identify useful resources and possible gaps in relation to career information, attraction and recruitment needs of the sector. It will lead us to strategies and tactics for the implementation phase. However, the report is not complete until we get your advice and input.

We would like to collect some feedback prior to the advisory group call on October 20th.

Please complete the following short questionnaire and send it back to me by Friday October 13th at   . Please save the document as "yournamefeedback". All information and comments will be summarized and you will not be identified in any reports or discussions.

If you have any questions please feel free to contact me at 604-891-1213 or   .

Name: _____

Inventory Review Guide

1. In the attached report, please review **the summary of the Key Informant (KI) responses** (starting P. 7).

2. The KI's identified a need for **up-to-date industry and labour market information** aimed at, and usable by, people exploring careers and jobs or by people actively looking work.

- Please indicate if you agree this information is needed:

    a. Industry information to support a person wanting to learn about the depth and breadth of forest sector operations.   Yes/No
    b. Information about the breadth of forest sector occupations and the ways to get into those occupations.   Yes/No
    c. Career pathway information. Yes/No
    d. Information to help make career transitions within the industry. Yes/No

        Would a **"one stop" resource** be useful? Yes/No

What would you suggest as an approach to close the information gaps?

3. The KI's identified **target populations** for attraction and recruitment. Do you agree:
    e. Youth Yes/No
    f. Aboriginal   Yes/No
    g. Women   Yes/No
    h. Immigrants   Yes/No

    What attraction and recruitment tactics specific to these populations could you suggest?

4. In the attached report**, please review Appendix A: Inventory** (starting P. 12).

5. Are there any **websites/resources that you feel would be useful** to you or that you currently use?
List them below:
    - xx
    - xx
    - xx
    - add as many as necessary

6. If you currently use a resource **are there gaps that could be filled** to make it more useful?
    - Which resource(s)?
    - What gaps would you fill?
    - Add as many as necessary
    -

7. **Are there are other useful websites** you use to support your attraction and recruitment activities.
List them below:
    - xx
    - xx
    - xx

Appendix B: Advisory Group Members

Advisory Group Chair

Anne Mauch, Council of Forest Industries (COFI)

List of Members

Name	Company/Affiliation	Location	Sub-Sector
Megan Cook	Canfor	Interior	Solid Wood, Pulp & Paper
Sandy Ferguson	Conifex	Interior	Solid Wood, Bioenergy
Heather Press	Tolko	Interior	Solid Wood
Darelle Odo	West Fraser	Interior	Solid Wood, Pulp & Paper
Mina Laudan	COFI	Interior	Communications
Lisa Perrault	Western Forest Products	Coast	Solid Wood, Forestry & Logging
Jan Marston	TimberWest	Coast	Forestry & Logging
Mark Leitao	Island Timberlands	Coast	Forestry & Logging
Jennifer Jones	Teal Jones	Coast	Solid Wood
Brenda Martin	Truck Loggers Association	Coast	Forestry & Logging
Wayne Lintott	Interior Logging Association	Interior	Forestry & Logging
John Betts	Western Silviculture Contractors Association	BC	Silviculture
Gordon Armour	Career Education Society	BC	Education
Bob Matters	United Steelworkers	BC	Labour
Chris Lear	Consultant	Interior	Forest Education
Sandy McKellar	Consultant	BC	Forest Education
Russel Robertson	BC Forest Safety Council	BC	Training
Sandy Atkinson	First Nations Forestry Council	BC	First Nations
Bob Larocque	Forest Products Association of Canada	Canada	Pulp & Paper, Solid Wood, Forestry
Anne Mauch (Chair)	COFI	Interior	Pulp & Paper, Solid Wood, Forestry
Warren Beatty	Neucel	Coast	Pulp & Paper
Lisa Hanna	Forests, Lands and Natural Resource Operations	BC	Government Operations
Shawn Rice	Forests, Lands and Natural Resource Operations	BC	Government Operations