

NORTHERN DISTRICT
APPRENTICESHIP REVITALIZATION
OUTREACH STRATEGIC PLAN
1993 - 1994

DRAFT

COMMUNITY OUTREACH ORIENTATION PACKAGE

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APPRENTICESHIP REVITALIZATION

Community Outreach Strategy

The apprenticeship revitalization initiative will use a community development/outreach model to bring about fundamental change in the apprenticeship system by bringing new clients and new partners into the system. The community outreach strategy is, in turn, based on the considerable amount of community-based activity which is already being undertaken in the apprenticeship system on an informal basis.

The community outreach strategy will be used to implement the Access Partnerships component of the recently approved Cabinet Submission on Apprenticeship Revitalization, and will influence the development of the other two components of the Submission, New Trades/Improved Quality and SWAP Expansion. While revitalization and community outreach will change the way that apprenticeship does business, they will not change that business itself: the integrity of apprenticeship as an employer-based training system will be retained and enhanced through revitalization.

The following report was prepared by the Outreach Working Group (OWG) struck by senior apprenticeship management. The OWG includes staff-level membership from each of the five apprenticeship districts, along with head office representation from apprenticeship, strategic planning and policy. The report begins with an analysis of the current status of community outreach activities in the apprenticeship system, followed by an overview of the conceptual framework for the outreach/revitalization initiative, the recommended community outreach process and ending with a set of recommended tasks and activities to implement the strategy.

I. Environmental Scan

The Outreach Working Group has undertaken a comprehensive survey of community activities in the five Apprenticeship Districts across Ontario. A summary analysis of that survey follows as a background to the community outreach strategy.

a) Activity

There is already considerable interaction between the apprenticeship system and communities across the province. However, it would be difficult to typify all of that interaction as "outreach" - that is, the planned, deliberate development of relationships with selected groups in the community.

Corey

Two models of interaction predominate. In smaller centres, particularly in Northern and Eastern Ontario, ITCs and Ministry-funded projects are well integrated into their communities. Participation in labour market groups in particular and in a wide variety of other community committees is a way of life. As one group member noted, "an ITC can't hide in a smaller community: he or she is apprenticeship in that community". Consequently, there is good potential for outreach in these communities, but current activities are not planned or focused, nor are they recognized through proper documentation or results reporting. To illustrate this point, ITCs have been forced, in a few cases, to back away reluctantly from community activities because they have felt they were stretched too thin in their current commitments.

In the larger and more urban areas of Central and South-west Ontario, there is also considerable activity. However, there is little corporate direction to that activity: most activity takes place in reaction to approaches from interested community groups. Ministry staff respond effectively to these requests, but it could be said that community activity is almost completely market-driven. This reactive type of activity was labelled "inreach" by the working group. In this model, community activity is limited more to traditional labour market partners such as CITCs, boards of education and the like.

The "inreach" model also prevails in Toronto, although this district has begun to move towards a planned outreach approach in response to identified problems in the recent past. A district outreach committee has been struck; an ITC has been given a specific outreach mandate; and, organizations such as Ontario Welcome House and the WCB have been approached about partnerships. The Toronto District also suffers from a specific problem stemming from its location. Not only is Toronto the largest and most diverse regional labour market in the province, but it is, of course, the business and commercial centre of the province and the home of the Ministry's head office. Consequently, district staff are sometimes used to service "community" activities which are undertaken by head office and/or designed to meet province-wide requirements.

Two areas of common concern emerged in most districts:

- with the exception of the project under development with the Association of Black Tradesmen and Tradeswomen of Ontario, community activity is currently based on information-sharing, rather than the development of operating partnerships; and,
- groups serving persons with disabilities are generally not included among the wide range of contacts maintained by field staff - indeed, staff indicated that they were often at a loss in knowing how to deal with persons with disabilities.

b) Staff

Dedicated, committed and capable field staff will be key to the success of the community outreach strategy. When approaching their colleagues about the strategy, working group members found that, while there was considerable goodwill demonstrated towards the outreach concept, many field staff were guarded in their reaction. A number of constructive criticisms were expressed, reflecting: .

- a certain level of uneasiness, particularly among older staff who had seen other "reform" measures come and go with no effect;
- a desire to ensure a smooth transition into any new operating model, based on the solid achievements of the current system;
- a sense that outreach activities would compound problems of overwork and inability to serve customers, rather than alleviate them; and,
- a feeling in some areas that the current level of community activity (e.g. "inreach") is sufficient.

In some offices, community activity is a matter of individual initiative: community work of any type is left to the one or two individuals who are interested in doing it. In larger urban areas, in particular, most ITCs would prefer to stick to their caseload work and let the interested individuals, or a local access project, bear the full burden of community work.

These perceptions and behaviours point to a need for conscious and consistent corporate communications on the importance of the outreach/revitalization initiative, and for full management commitment to the concept. As well, the reported incidence of comments such as "the system is open enough now" or "placements for designated groups will follow once the economy picks up" suggest that general training on cultural sensitivity and on the impact of systemic discrimination is definitely required.

Nonetheless, there are staff in each district who are willing - and perhaps even anxious - to begin work developing community partnerships. Some are already proficient in the communications, consensus-building and consultation skills needed for community outreach work, and could immediately undertake further activities in this area. Others may need training and development in these areas, which can lead to embarrassment should these individuals become involved in community work at the moment.

c) Concerns

The following concerns were identified in the survey as having a potential impact on any outreach activities:

- Quality of the Product - The value of apprenticeship as a certified, regulated, employer-driven training system can't be compromised. If anything, the quality of training - both in-school and on-the-job - should be increased to enhance its attraction. Our image, at present, is "more like a family business than the third pillar," as one ITC put it.
- Results Reporting and Management - Current reports do not recognize current community activity. New systems should reflect all types of activity (e.g. pre-apprentice, laid-off, outreach) and be used to reinforce the outreach philosophy. To quote an information systems axiom, "You get the results that your system's set up to measure".
- Removal of Systemic Barriers - "The Act" and the current schooling system can function as encumbrances, or even as complete barriers, to members of designated groups and to potential clients in less accessible regions where a policy of "economics of scale" constrains options. Lack of resources for pre-apprenticeship training dooms many designated group clients to failure at the outset.

d) Strengths and Weaknesses

The strengths and weaknesses of the apprenticeship system as it relates to community activity are summarized below:

Strengths

- Community group participation and outreach are already happening at "info-sharing" level.
 - profile of apprenticeship is being raised in community
 - we do have lots of contacts, and are able to move quickly if necessary
- Some visible, group-specific activities are underway, such as the Native Training, Women's Access and Black Trades Association projects.

- Alternative/industry-based training models are being proven in the field
- Some systemic reform is underway
- Lots of potential for development/good-will among field staff
 - flexibility and depth exists in our own system.

Weaknesses

- Lack of planning and focus in community activities
 - much "proactive" outreach based on individual initiative
 - activities not prioritized and actual results/impacts not measured
 - * **this is a key concern, as "not enough staff to do current work" is frequently cited by management and staff alike as a reason for not undertaking new initiatives**
- ITCs do not have opportunities to work together on planning activities
- Various levels of commitment, interest and competence across the system
- Training and development structures for our staff are not the best
- Caseload and other work demands can obscure focus on outreach
- History of "missed opportunities" breeding mistrust/cynicism among both staff and potential community partners
- Lack of sensitivity to cultural diversity and awareness of impact of systemic discrimination among staff, masked by good intentions (e.g. "system's open enough")
- Legislation and training system (e.g. ratios, schooling) based on the '40's and does not reflect diversity of '90's labour market
- Recession - lack of jobs, opportunities; increased caution among clients, employers, potential partners.

II. Overview of Conceptual Framework

The community outreach strategy will empower district management and staff to make decisions and take actions appropriate to their particular circumstances, as long as those decisions and actions are consistent with the general principles of the strategy. As well, these principles will also apply to the two other components of revitalization: SWAP Expansion and New Trades/Improved Quality.

The conceptual framework and general principles outlined below were reviewed and approved by MSD senior management at the beginning of the outreach planning process.

a. Conceptual Framework for Outreach

- The outreach initiative will use a community development model. Community involvement with MSD activities could range from **occasional consultation** through participation in **advisory networks** to **project operation and service delivery**.
- The initiative will be implemented in a **true sense of partnership** - between MSD and community groups, and between management and staff/union.
 - MSD must be prepared to make **long-term commitments to its partners**, to work with them and help them develop so that mutual goals can be achieved. Immediate results may not always be possible or advisable.
- The initiative will be **guided by principles**, rather than driven by set guidelines. District management and staff will be empowered to take major implementation decisions.
- Development and implementation of partnerships will eventually become the job of all field staff, with outreach staff being local leaders/champions, not a sole response.
 - **Continual outreach and advocacy** will become everyone's business. The role of the "line" ITC - and of the entire field operation - will evolve in this new context.

b. General Principles

- Open and honest communication leading to mutual understanding is the basis of true partnership.
- MSD will be open to a wide range of inputs, and will let partners determine their own level of participation. Getting the job done is more important than doing the job "our way".
- All activities will operate in an accountable manner in an outcome-oriented environment.
- Specific activities or models are not prescribed, but the integrity of apprenticeship training as an employer-based, market-driven training mechanism will be maintained.
- Current stakeholders are not guaranteed a place at the table, nor will newcomers be barred by lack of experience. Competence and credibility will be key determinants in choosing partners.

III. Community Outreach Process

As the accompanying chart illustrates, the community outreach process contains five components:

- enabling/necessary supports;
- the outreach activity or process itself;
- outreach clients;
- tangible, measurable results; and
- the final outcome or impact of the strategy.

a) Enabling/Necessary Supports

These activities, initiatives or strategies are not directly related to the process of going out into the community and developing partnerships. However, the success of the outreach strategy will depend on these supports.

- Corporate Resources - Head office functions, such as program co-ordination (for SSWAP or Women's Access) and Program Standards, must be harnessed to assist and facilitate the outreach strategy. In effect, the relationship between head office functions and the field must be broadened so that these functions become co-ordinators of system-wide activities, rather than directors of that activity. Program Standards will be particularly crucial, as field staff begin to work with local employer groups to create new trades.
- Training and Redevelopment of Staff - As the conceptual framework (above) indicates, community outreach will eventually become part of every field staff person's job to some extent. Field staff will be outreach's biggest resource and greatest strength. Outreach and revitalization will change the way apprenticeship business is conducted, breaking down the traditional one-to-one relationship between ITC and client. Training and redevelopment activities will build on existing strengths and enable/empower staff to make their maximum individual contributions. Performance planning and management will assume an even greater role in facilitating the transition of the ITC from a technical to a professional role.
- Management Commitment - The "organization" must be clear and consistent in its messages to staff and potential community partners. The attached article, Why most training fails (*Globe and Mail*, 16/Sep/92), emphasizes the need for clear commitment and direct linkages to corporate goals. For example, revitalization must be viewed - and practised - as a long-term grass-roots developmental process, not as a top-down quick-fix. Revitalization must work for field staff - and not vice versa - as those staff are the key to implementing outreach and revitalization.

b) The Process

Community outreach must be a planned, focused activity. For example in some areas, it may even be desirable to cut back on certain community activities if others are shown to be leading to more productive partnerships. Integrating strategic planning for outreach with ongoing operational planning is a key task in the action plans in the following section. The system must move beyond passive information-sharing and "inreach" to active partnership with the community.

Why most training fails

MOST organizations see their training investments about as strategically as they deploy their office supplies spending. And the impact on customer satisfaction, cost containment and quality improvement is just as useless.

One of the biggest causes of wasted training dollars is ineffective methods. Too often, companies rely on lectures ("spray and pray"), inspirational speeches or videos, discussion groups and simulation exercises.

While these methods may get high marks from participants, research (ignored by many training professionals) shows they rarely change behaviour on the job. Knowing isn't the same as doing; good intentions are too easily crushed by old habits. Theoretical or inspirational training approaches are where the rubber meets the sky.

Another way of wasting dollars is failing to link training with organizational strategies and day-to-day management behaviour. What happens in the classroom and what happens back on the job are often worlds apart.

Trainees learn which hoops to jump through, pledge allegiance to the current management fad, give their enthusiastic "commitment" to building "the new culture," get their diploma — and then go back to work.

HERE are a few steps to using training as a key strategic tool:

- Use training technologies that build how-to skills that are highly relevant and immediately applicable. Research clearly shows far more people act themselves into a new way of thinking than think themselves into a new way of acting.

Training that produces tangible results starts by changing behaviour — which ultimately changes attitudes. Most executives and many professional trainers (who should know better) get this backward.

- Follow up on training sessions with on-the-job coaching and support from managers. A Motorola Inc. study has found that those plants where quality improvement training was reinforced by senior management got a \$33 return on every dollar invested. Plants providing the same training with no top management followup produced a negative return on investment.

An earlier Xerox Inc. study showed a paltry 13 per cent of skills were retained by trainees six months after training if managers failed to provide coaching and support as the skills were being applied.

And Western Gas Marketing Ltd. of Calgary uses its performance appraisal system to hold managers accountable for applying the principles that have been taught to them.

- Build training around organizational objectives and strategies. Trainees should immediately see the connection between their new skills and where the organization is going. This makes training more relevant — and gets everyone focused on applying their new skills to the organization's key priorities and goals.

- Another key principle is practiced by Vancouver-based Finning Ltd., the world's largest Caterpillar dealer. Chief executive James Shepard and his executives are not only first in line for service and quality training, but they are also the trainers delivering sessions to their people.

This trend to "cascade" training down from senior management snaps everyone to attention. Training attendance problems disappear. Results-oriented executives jettison all the nice-to-do, but irrelevant training. Trainees don't cross their arms and ask "Is the organization really serious about this stuff?"

In addition, managers achieve a deeper level of skill development when they teach others and are put on the spot to produce what they are now preaching.

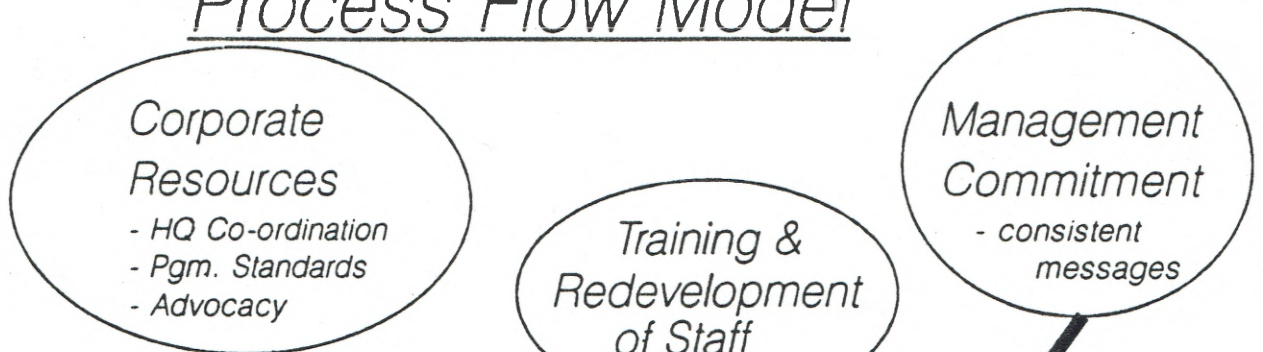
Naturalist William Henry Hudson once observed: "You cannot fly like an eagle with the wings of a wren." Most training efforts never get off the ground because the methods don't change behaviour or the training is poorly delivered and integrated by the organization.

The waste of money is tragic for such a vital investment in competitiveness — and ultimately Canada's standard of living.

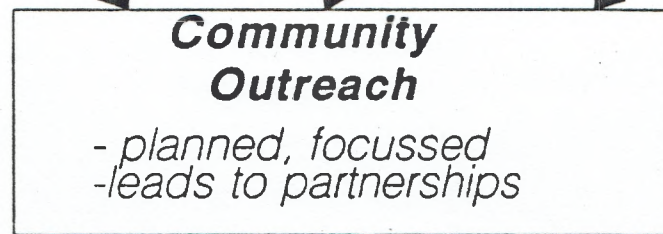
Jim Clemmer is co-founder of the Achieve Group and author of Firing On All Cylinders: The Service/Quality System For High-Powered Corporate Performance.

Community Outreach Process Flow Model

enabling/
necessary
supports

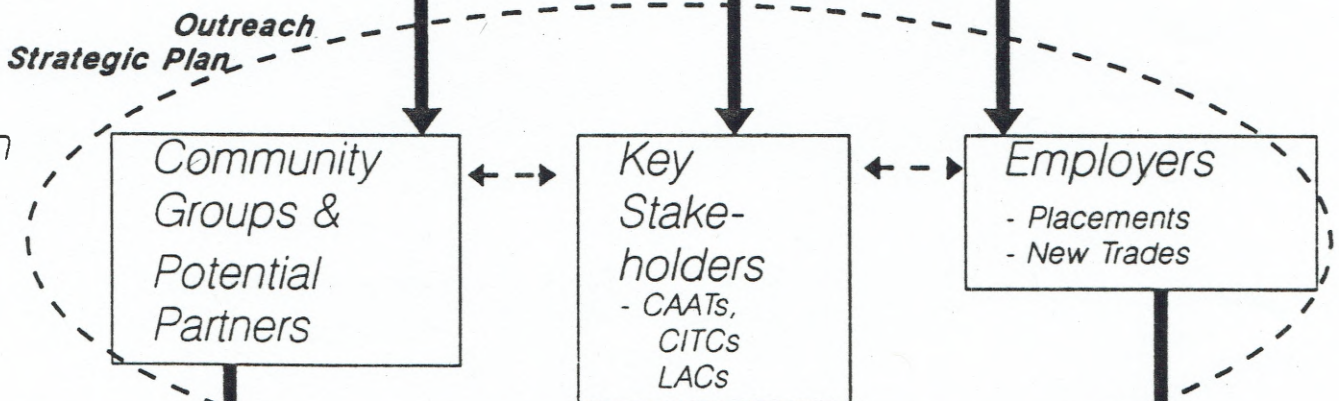


THE
process

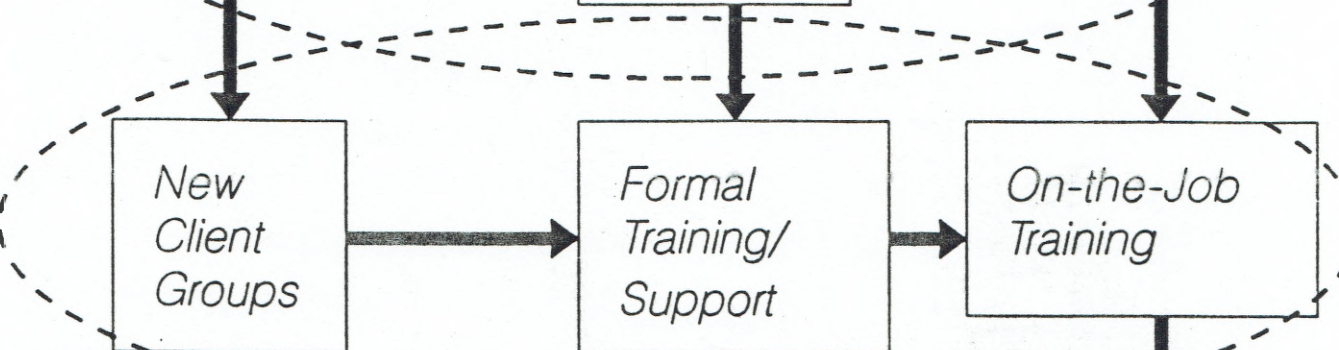


Outreach Strategic Plan

outreach
clients



tangible
results



Annual Operational Plan

outcome

**more and better training
reflecting diversity of L.M.**

c) **Outreach Clients**

The community outreach strategy must be a three-pronged initiative, involving community groups, key process stakeholders (such as LACs, CITCs, and CAATs) and employers. The action plans in the following section recommend development of a **three-year outreach strategic plan** for each district. This plan would indicate broad sets of activities for each district, to fill the gap between current activities (e.g. as indicated by the working group's survey), and the vision/goals for development.

d) **Tangible Results**

Eventually, all community outreach must lead to tangible, measurable results:

- community groups will help provide new services to bring new clients groups into the system;
- key process stakeholders will help improve the quality and service of formal training and support mechanisms; and,
- employers will provide better quality training in new placements and in whole new trade groups.

Specific deliverables in each of these areas will be drawn from district outreach strategies and will be **targeted in each district's annual operational plan**.

e) **The Outcome ...**

... will be more and better training for an apprenticeship client group that reflects the diversity of the Ontario labour market.

IV. Action Plans

The working group has developed recommended action plans for key activities in the five task areas outlined below. As the plans indicate, responsibility for implementing these tasks would be spread among existing staff, existing committee structures and new committees or working groups. The various groups and committees relating to the Outreach Working Group and the community outreach strategy are illustrated in the diagram attached. It is further recommended that no one group or committee be placed in "control" of these tasks, but that they be incorporated into the regular operational planning and reporting process. Co-ordination to prevent duplication of purpose and activity could be effected through the OWG.

1. TRAINING AND REDEVELOPMENT

The training of new and existing staff to enable them to undertake their responsibilities in the outreach strategy is the major priority facing the Branch. New staff recruited into outreach positions (or existing staff moving into new positions) will be need to be oriented and trained in skills relating to community outreach and in the operation of the current apprenticeship system.

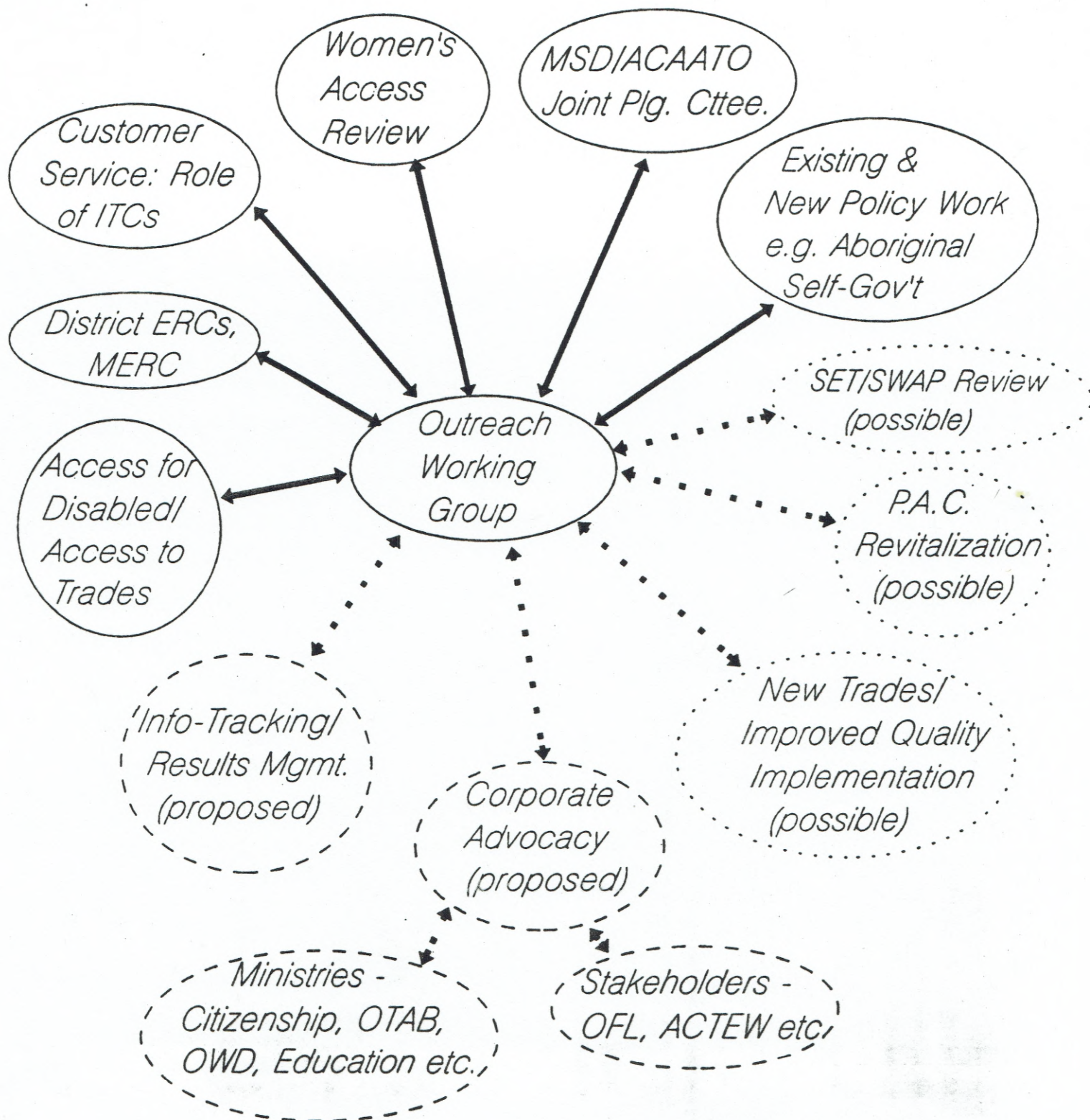
The intent of the outreach strategy is not, of course, to create a "new elite" of outreach specialists within each district. As indicated in the conceptual framework, outreach will eventually become the job of all field staff. Field staff will be the strategy's biggest resource and greatest strength. However, the development of the outreach model among field staff must be inclusionary, not exclusionary. Not all staff will be expected to participate in outreach to the same extent, and there will still be plenty of room for the "old skills and old practices". Indeed, some of these skills and practices may well be the basis for community-based activity in other components of revitalization, particularly improving training quality.

Outreach and revitalization will change the way apprenticeship business is conducted, breaking down the traditional one-to-one relationship between ITC and client. Individual ITCs will move from a technical role to a professional, consultant role. Training and redevelopment activities will build on existing strengths and empower staff to make their maximum individual contributions by giving them the tools they need to make effective contributions.

Action plans are recommended for:

- sensitivity training for all staff (immediate)
- rebuilding ITC and other staff competencies; and
- training outreach staff

Community Outreach Strategy - Related Working Groups & Committees



2. PARTNERSHIPS FOR DELIVERY

The Ministry already undertakes considerable activity in the community. Most, if not all, remains at the "information-sharing" stage, however. To be truly effective, community activities must be planned and focused so that partnerships can move beyond this level.

Action plans are recommended for:

- establishing district outreach co-ordinators;
- strategic and operational planning (including immediate outreach activities); and,
- district contributions to PAC revitalization, new trades and in-school training.

3. COMMUNICATIONS

Communications activities will be key to many components of the implementation process, such as:

- developing and maintaining partnership with MSD staff and OPSEU on the new initiatives and new operating models;
- conveying a consistent message to partners, potential partners and MSD staff; and,
- developing an understanding of the apprenticeship model and the revitalization initiative with key stakeholders.

As with other activities, MSD will be flexible in its communications with partners and potential partnerships, and will recognize that "communicating differently in different communities" will be the key to success. Informal advisory groups and reference groups, both internal and external, will be used extensively to ensure that appropriate messages are created and communicated. These groups might include existing groups such as MSD Employment Equity forum, or the OPS Native Advisory Circle.

Implementation activities will integrate the marketing and related technical skills of CMB with the advocacy expertise of Policy Development and the field contacts of the District operations and of stakeholder groups. As well as developing long-term and short-term communications strategies, tools, materials and processes to facilitate local outreach activities will be developed. Action plans for corporate and district campaigns are presented.

4. STAKEHOLDER INVOLVEMENT

- Stakeholders and potential stakeholders for the new initiatives are listed below, along with an outline of their possible interests and potential approaches.

Ministries and Agencies and Others

Citizenship	- will require strong advocacy - utilize local contacts
Education	- formal recognition of "third pillar"? - stronger "buy-in"? legitimize SSWAP?
OWD	- consolidate and continue support
OFL	- develop contacts and support - potential partner ??
OTAB	- tie in to Governing Council directions

MSD

OPSEU/Staff	- their understanding of the new context and its impact on their jobs/roles/expectations is critical to success
PACs	- learning to live in new realities - integration into New Trades stream

Deliverers

CAATs	- potential impact on MAPs, other activities? - bring in as part of development of new relationship
Access Projects	- integration with other project streams? - new resources? new relationships?
EIC	- new relationship in new constitutional context??

- Creating strong networks of stakeholders who understand and support apprenticeship revitalization will ensure not only that the initiative succeeds, but also that it is seen to succeed. Developing these networks will be a top priority, calling on resources throughout the Ministry, up to and including the Deputy Minister, to achieve this end.

5. INFORMATION TRACKING

Consistent, reliable information will help ensure that the initiatives are implemented and operated in a responsible, accountable manner, and will form the basis of results/outcomes-oriented management at the district level. To be valid and reliable, information tracking activities must support and be integrated with ongoing management and operational activities: they cannot be viewed as stand-alone activities to be completed "once a month at the end of the month". That is, info-tracking activities must be useful to day-to-day operations, so that they will be used day-to-day. As well, the participation of designated groups in outreach and other activities must be captured in a valid, meaningful and comprehensive manner - that does not condescend to designated group members - to ensure the integrity of these activities.

Outreach Working Group
per Peter Lloyd
18/Oct/92

#REV-STG.PL1

**APPRENTICESHIP REVITALIZATION
OUTREACH IMPLEMENTATION STRATEGY**

Conceptual Framework

- The outreach initiative will use a community development model. Community involvement with MSD activities could range from occasional consultation through participation in advisory networks to project operation and service delivery.
- The initiative will be implemented in a true sense of partnership - between MSD and community groups, and between management and staff/union.
 - MSD must be prepared to make long-term commitments to its partners, to work with them and help them develop so that mutual goals can be achieved. Immediate results may not always be possible or advisable.
- The initiative will be guided by principles, rather than driven by set guidelines. District management and staff will be empowered to take major implementation decisions.
- Development and implementation of partnerships will eventually become the job of all field staff, with outreach staff being local leaders/champions, not a sole response.
 - Continual outreach and advocacy will become everyone's business. The role of the "line" ITC - and of the entire field operation - will evolve in this new context.

General Principles

- Open and honest communication leading to mutual understanding is the basis of true partnership.
- MSD will be open to a wide range of inputs, and will let partners determine their own level of participation. Getting the job done is more important than doing the job "our way".
- All activities will operate in an accountable manner in an outcome-oriented environment.
- Specific activities or models are not prescribed, but the integrity of apprenticeship training as an employer-based, market-driven training mechanism will be maintained.
- Current stakeholders are not guaranteed a place at the table, nor will newcomers be barred by lack of experience. Competence and credibility will be key determinants in choosing partners.

Implementation Strategy

Implementation of the outreach initiative will use new processes and approaches. The initiative will be the leading edge of a new operating model for MSD apprenticeship operations: operational staff from the field must participate from the outset to ensure resistance to change is overcome in a positive manner. As well, new and important stakeholders, particularly access/equity agencies such as MCit and OWD, will be brought into the process sooner and more extensively than ever before.

To accomplish these strategic aims, a two-phase implementation strategy is proposed over the balance of 1992/93. The strategy is designed to give immediate momentum to the initiative as it is implemented across the province, and will ensure some immediate results for advocacy/communications purposes. Development activities will begin immediately, and will not be dependent on Cabinet approval of new resources.

Phase One: Intensive Development

A multi-disciplinary team of seven to nine MSD staff will be assembled and dedicated to the development of guiding principles, program structures and detailed field implementation plans over a period of four to six weeks. The team will meet initially for two days to work together on a broad outline. It will determine requirements for further meetings at that time. Additional time will be spent over this period by team members gathering information and working on individual tasks in their offices or districts.

Representation on the team will include:

Senior staff or management from each of the five districts, who will also become the leaders of district implementation activities (below);

ACSB senior management; and,

Representatives from key stakeholders, such as MCit and OWD.

A team facilitator will lead, co-ordinate and organize activities. Team members will utilize their own networks within their districts and among colleagues across the province to complete individual tasks. The team will also call upon the following groups as general resources:

Access project management/co-ordination to capture existing experience in the field;

Communications as this function will form a key component of implementation; and,

Policy development for expertise with government and other province-wide stakeholder groups.

The team will develop plans, structures and activities within five major task areas. These areas are closely inter-related and overlap in many cases, so that development in one area will not proceed in isolation from other activities. The five areas are:

1. Training and Development
2. Communications
3. Stakeholder Involvement
4. Partnerships for Delivery
5. Information Tracking

A detailed listing of the tasks to be developed in each of these areas is attached. A particular task for immediate implementation will be develop of a series of informal "reference groups" at various levels with various stakeholder groups to provide background and expertise to the development of new partnerships.

Phase Two: Provincial and District Implementation

The development team will continue to meet once the detailed implementation plan is completed to monitor activities, share experiences, recommend improvements and so forth. As well, individual members of the team will become immediately involved with implementation activities at the provincial and/or district (field) levels.

District Implementation - Responsibility for implementation will be devolved immediately to the districts. Key activities for the August/September period will include:

Develop District Profile and Targets - in co-ordination with district strategic planning process and within the framework of the detailed implementation plan

Initial Outreach Meetings - to begin the general process of identifying long-term partners in the community by explaining concepts and goals of apprenticeship revitalization

Identify "Lead" Projects - fund high-visibility one-time special projects with existing partners (e.g. Access Projects, native outreach) and provide seed funding (if approved) and developmental assistance to potential new partners who are ready to participate (e.g. Org'n. of Black Tradesmen/women)

Provincial Implementation - Ongoing support and outreach activities will be required at the provincial (head Office) level, particularly in the six task areas outlined in Phase One above. These activities will continue to inter-relate with implementation in the field both on an as-required (functional) basis and through regular meetings of the Phase One development team. Key activities might include:

Advocacy Strategy - continue relationships with stakeholder as established in Phase One and expand to province-wide organizations to explain concepts and results to date

Develop Provincial Advisory Network - build advocacy work into informal network of agencies and associations to advise and assist with implementation issues

PAC Revitalization - to bring the PACs into the new operating model and incorporate their work into new local and provincial networks

Strategic Human Resources Planning - to complement planned development activities in the field, use the forum of ERC to forge partnership with staff/OPSEU around potentially contentious issues such as disposition of existing access positions, "re-tooling" of ITC positions

Peter Lloyd
Research and Evaluation
5/Aug/92

REVITALIZATION AND EXPANSION OF APPRENTICESHIP

IMPLEMENTATION PLAN BY TASK AREA

1. TRAINING AND DEVELOPMENT

The training of new and existing staff to enable them to undertake their responsibilities around the outreach initiative is the major priority facing the Branch. In order to carry out this activity, resources will be allocated to:

- . develop a detailed work plan
- . identify training requirements
- . develop appropriate training strategies
- . develop training materials
- . train trainers
- . schedule staff for training

The development of the work plan, identification of training requirements and strategies will be the responsibility of the implementation team. The assistance of a human resources advisor will be required for the development of materials, and to train managers and others within the branch to act as trainers. Human Resources Section will be responsible for new staff orientation training.

2. COMMUNICATIONS

- Communications activities will be key to many components of the implementation process, such as:
 - developing and maintaining partnership with MSD staff and OPSEU re. the new initiatives and new operating models
 - conveying our message to partners and potential partners in the community and in the province
 - developing an understanding of the apprenticeship model and the revitalization context with key stakeholders
- As with other activities, MSD will be flexible in its communications with partners and potential partnerships, and will recognize that "communicating differently in different communities" will be the key to success
 - Informal advisory groups and reference groups, both internal and external, will be used extensively to ensure that appropriate messages are created and communicated
 - Internal reference groups might include existing groups such as MSD Employment Equity forum, or the OPS Native Advisory Circle
- Implementation activities will integrate the marketing and related technical skills of CMB with the advocacy expertise of Policy Development and the field contacts of the District operations and of stakeholder groups. Key activities will include:
 - short-term corporate communications strategies, including general messages for local outreach meetings
 - immediate advocacy strategies for government agencies and provincial associations
 - internal communications systems/structures, to support training and other internal developmental activities
 - longer-term advocacy strategies to maintain stakeholder relationships

3. STAKEHOLDER INVOLVEMENT

- Stakeholder and potential stakeholders for the new initiatives are listed below, along with an outline of their possible interests and potential approaches.

Ministries and Agencies

- | | |
|-------------|---|
| Citizenship | - will require strong advocacy to gain support |
| Education | - formal recognition of "third pillar"?
- stronger "buy-in"? legitimize SSWAP? |
| OWD | - consolidate and continue support |
| OTAB | - consultation ongoing ... involvement?? |

MSD

- | | |
|-------------|---|
| OPSEU/Staff | - their understanding of the new context and its impact on their jobs/roles/expectations is critical to success |
| PACs | - learning to live in new realities
- integration into New Trades stream |

Deliverers

- | | |
|-----------------|--|
| CAATs | - potential impact on MAPs, other activities?
- bring in as part of development of new relationship |
| Access Projects | - integration with other project streams?
- new resources? new relationships? |
| EIC | - new relationship in new constitutional context?? |

- Creating strong networks of stakeholders who understand and support apprenticeship revitalization will ensure not only that the initiative succeeds, but also that it is seen to succeed. Developing these networks will be a top priority of the development team, which will call on resources throughout the Ministry, up to and including the Deputy Minister, to achieve this end

4. PARTNERSHIPS FOR DELIVERY

- MSD has already done a lot of formal and informal community partnership work that has often gone unrecognized, whether through access projects for women, natives and others, through the regular work of ITCs or through special events such as multi-cultural fairs or the Toronto East partnership with Welcome House. For example, the Women's Access projects have facilitated a number of cross-cutting activities:
 - The Kenora Project has received funding from the Secretary of State and the Ontario Women's Directorate to present a Northwestern Ontario regional workshop for women in trades and operation. The event, planned for September, is being fully supported by area native women and presented in partnership with Equay-Wuk Women's Group in Sioux Lookout.
 - The Canadian Construction Association, through the efforts of the Projects, has funded several pre-apprenticeship programs at colleges for designated groups across the province, including one at the Tyedenaga First Nations near Belleville.
- Existing experience across the province must be captured and used as the basis for the new initiatives: operation of existing partnerships will be integrated into the new initiative. In addition new partnerships must be created and nurtured in the community. Activities required to implement this activity include:
 - round-table or one-on-one discussions with community leaders re. potential new partnerships and approaches (immediate priority)
 - collection of recent research findings
 - identification of all district activities to date, including the names and roles of all contact groups
 - local outreach activities and meetings
 - continued outreach to new contacts ("centre of ever-expanding series of concentric circles")
 - development of roles for existing partnerships and of special projects in new context
 - start-up activities with potential new partners, including seed money and assistance

5. INFORMATION TRACKING

- Consistent, reliable information will help ensure that the initiatives are implemented and operated in a responsible, accountable manner, and will form the basis of results/outcomes-oriented management
 - To be valid and reliable, information tracking activities must support and be integrated with ongoing management and operational activities: they cannot be viewed as stand-alone activities to be completed "once a month at the end of the month"
 - That is, info-tracking activities must be useful to day-to-day operations, so that they will be used day-to-day

**MINISTRY OF SKILLS DEVELOPMENT
APPRENTICESHIP REVITALIZATION
ORIGINAL FUNDING REQUEST AND RESULTS SUMMARY**

EXPAND THE SCHOOL WORKPLACE APPRENTICESHIP PROGRAM

DETAILS	1992-93		1993-94		1994-95		THREE YEAR TOTAL	
	RESULTS	\$000's	RESULTS	\$000's	RESULTS	\$000's	RESULTS	\$000's
Staff:								
Salaries	@ 25%	94.6		378.4		378.4		851.4
Benefits	@ 25%	18.0		71.9		71.9		181.8
ODOE	@ 25%	16.8		67.0		67.0		150.8
Program related ODOE:								
District Conferences	5	100.0	5	100.0	5	100.0	15	300.0
Communications		50.0		50.0		50.0		150.0
Transfer Payments:								
New Boards Participating	15	Nil	20	875.0	25	625.0	60	1,500.0
TOTAL		279.4		1,542.3		1,292.3		3,114.0

NEW TRADES/OCCUPATIONS AND IMPROVE QUALITY INITIATIVE

DETAILS	1992-93		1993-94		1994-95		THREE YEAR TOTAL	
	RESULTS	\$000's	RESULTS	\$000's	RESULTS	\$000's	RESULTS	\$000's
Staff:								
Salaries	@ 25%	82.2		328.6		328.6		739.4
Benefits	@ 25%	15.6		62.4		62.4		140.4
ODOE	@ 25%	7.5		30.0		30.0		67.5
Program related ODOE:								
New PAC's	1	20.0	3	60.0	4	80.0	8	160.0
New Trades/Occupations	1	50.0	3	150.0	3	150.0	7	350.0
Standards Updated	1	33.0	5	165.0	5	165.0	11	363.0
Exams Updated	1	15.0	5	75.0	5	75.0	11	165.0
New Inter-Provincial Standards	1	5.0	4	20.0	5	25.0	10	50.0
New In-School Curricula	2	30.0	8	120.0	8	120.0	18	270.0
New Trades Updating Courses	3	31.5	12	126.0	12	126.0	27	283.5
Train the Trainer Course Development		60.0						60.0
Transfer Payments:								
Train the Trainer	250	62.5	2,050	512.5	2,950	737.5	5,250	1,312.5
TOTAL		412.3		1,649.5		1,899.5		3,961.3

COMMUNITY BASED PARTNERSHIPS FOR ACCESS

DETAILS	1992-93		1993-94		1994-95		THREE YEAR TOTAL	
	RESULTS	\$000's	RESULTS	\$000's	RESULTS	\$000's	RESULTS	\$000's
Staff:								
Salaries	@ 25%	208.6		834.2		834.2		1,877.0
Benefits	@ 25%	39.5		158.0		158.0		355.5
ODOE	@ 25%	36.5		146.0		146.0		328.5
Members of Designated Groups Served by New Staff:								
-Clients, Employers, Unions Counselling	500		2,000		2,400		4,900	
-Placements in Pre-Employment and/or Pre-Apprenticeship Training	75		400		480		955	
-Placements in Apprenticeship Training	15		100		120		235	
Program Related ODOE								
-Program Support Materials		50.0		50.0		50.0		150.0
Transfer Payments								
-Community Projects Supported	15	810.0	30	1,620.0	30	1,620.0		4,050.0
Clients Served Through Projects:								
-Clients, Employers, Unions Counselling	1,000		5,000		6,000		12,000	
-Placements in Pre-Employment and/or Pre-Apprenticeship Training	200		1,000		1,200		2,400	
-Placements in Apprenticeship Training	35		250		300		585	
TOTAL		1,144.6		2,808.2		2,808.2		6,761.0

**MINISTRY OF SKILLS DEVELOPMENT
APPRENTICESHIP REVITALIZATION
SUMMARY OF APPROVALS**

DETAILS	1992-93		1993-94		1994-95		THREE YEAR TOTAL	
RESOURCES REQUESTED								
SALARIES	29 STAFF	365.4	29 STAFF	1,541.2	29 STAFF	1,541.2	29 STAFF	3,467.8
BENEFITS	JAN 1, 93	73.1		292.3		292.3		657.7
ODOE		505.3		1,159.0		1,184.0		2,848.3
ODOE START-UP		150.0						150.0
TRANSFER PAYMENTS		<u>872.5</u>		<u>3,007.5</u>		<u>2,982.5</u>		<u>6,862.5</u>
TOTAL		1,986.3		6,000.0		6,000.0		13,986.3
2 SUPPORT STAFF NOT APPROVED								
SALARIES	(2) STAFF	(17.1)	(2) STAFF	(68.2)	(2) STAFF	(68.2)	(2) STAFF	(153.5)
BENEFITS		(3.3)		(13.0)		(13.0)		(29.3)
ODOE		(5.0)		(20.0)		(20.0)		(45.0)
TOTAL		(25.4)		(101.2)		(101.2)		(227.8)
7 POSITIONS TARGETED APRIL 1, 93								
SALARIES	(7) STAFF	(94.6)	7 STAFF	(378.4)				
BENEFITS		(18.0)	REMAIN ON	(71.9)				
TOTAL		(112.6)	HOLDBACK	(450.3)				
RESOURCES APPROVED								
SALARIES	20 STAFF	273.7	27 STAFF	1,473.0	27 STAFF	1,473.0	27 STAFF	3,219.7
BENEFITS		51.8		279.3		279.3		610.4
ODOE		650.3		1,139.0		1,164.0		2,953.3
TRANSFER PAYMENTS		<u>872.5</u>		<u>3,007.5</u>		<u>2,982.5</u>		<u>6,862.5</u>
TOTAL		1,848.3		5,898.8		5,898.8		13,645.9

ADMINISTRATIVE DATA

YEAR	SALARIES	BENEFITS	ODOE	TRANSFER PAYMENTS	TOTAL
1992-93	273.7	51.8	650.3	872.5	1,848.3
1993-94	1,473.0	279.3	1,139.0	3,007.5	5,898.8
1994-95	1,473.0	279.3	1,164.0	2,982.5	5,898.8
1995-96	1,473.0	279.3	1,164.0	2,620.0	5,536.3
1996-97 & THEREAFTER	1,473.0	279.3	1,164.0	2,120.0	5,036.3

REVITALIZATION

	92-93 ESTIMATES	AUTHORIZED	TENTATIVE	BALANCE
3602-02-01	0	547,300	(273,600)	273,700
3602-02-07	0		51,800	51,800
3602-02-10	0		60,000	60,000
3602-02-15	0		515,300	515,300
3602-02-20	0		75,000	75,000
3602-02-39	6,000,000	(2,772,600) (a)	(2,355,000) (b)	<u>872,400</u>
				<u>1,848,200</u>

(a) 975,800 TO OFFSET DOE INCREASES
1,796,800 TOWARD 1992-93 IN-YEAR CONSTRAINT
2,772,600

(b) 1,203,200 TOGETHER WITH \$1,796,800 IN (a) TOTALS \$3.0M TO CONSTRAINT
1,151,700 ADDITIONAL CONTRIBUTION TO IN-YEAR CONSTRAINT
2,354,900

APPROVAL DATES:

CCELP - APRIL 30, 1992
TREASURY BOARD - JUNE 23, 1992
POLICY & PRIORITIES - SEPTEMBER 28, 1992
CABINET - SEPTEMBER 30, 1992

Revised/Updated 12/Jan/93

APPRENTICESHIP REVITALIZATION

COMMUNITY OUTREACH STRATEGY

OUTLINE ACTION PLANS AND RESULTS

STRATEGY: 1.1 Develop Training Strategy for ITC's, Outreach Coordinators, Management and other customer service/contact staff

TASK AREA: Training and Re-development

ROLE:

- Deliver consistent message and ensure buy in to the organizational culture
- Give staff (our best and only resource) the tools to operate in the evolving outreach environment and respond to current and emerging requirements.
- Ongoing enforcement and tie to corporate objectives.

ACTION PLAN - 1.1 TRAINING STRATEGY

Training and Re-development

ACTION STEP	RESPONSIBILITY	TIMEFRAME	START DATE	RESOURCES	RESULTS EXPECTED
General Message and Sensitivity Training Develop the corporate message of outreach	CMB, OWG (PL7)	Done			• Q&A document to all staff Jan/93
Determine desired outcomes of training regarding sensitivity to cultural diversity, ensure tie to corporate objectives, prepare plan and contract	Task Group 11	4/4 - 92/3		• New initiative • Hire Consultant?	• Task Group established: Emily Azubasis chair
Conduct workshops/seminars for existing staff	District Managers Task Group 11	4/4 - 92/3			• all staff trained by end of fiscal year
Ongoing reinforcement	CMB, Branch Management, Task Group 11	Ongoing			• Consistent verbal/non-verbal messages
Train new staff as required.	HR, District Managers	Ongoing		• New initiative	• All staff must know message
Training and Development for ITC Competencies ("Consultant-Based") Determine current ITC role and responsibilities	Steve Blake - Task Group 12	4/4 - 92/3		• Existing	• 3-day session set for Feb/93
Identify/develop new competencies, including those selected to "quality training/new trades" initiative	OWG, Task Group 12	4/4 - 92/3 1/4 - 93/4		• Existing	* meeting of Task Group's - March/93?
Develop new ITC job description and profile	HR, OWG, Task Group 12	1, 2/4 - 93/4			• Job description of new "ITC"
Review with staff, ERC, MERC, OPSEU	District Management Director (ACSB)	2/4 - 93/4			• Ensure consensus • Ensure "inclusivity" • Diminish fear of change

1.1 - Continued

ACTION STEP	RESPONSIBILITY	TIMEFRAME	START DATE	RESOURCES	RESULTS EXPECTED
Identify appropriate training and development opportunities	HR, District Management	Medium-term		<ul style="list-style-type: none"> Existing New initiative Use of Women's Access binder as basis re. outreach 	<ul style="list-style-type: none"> Opportunities to include: <ul style="list-style-type: none"> seminars, classroom job shadowing networking developmental assignments
Identify candidates and individual needs through performance planning system	District Management	Ongoing Long-term			<ul style="list-style-type: none"> Build staff competencies through performance planning
Reinforcement through: networking, management messages, performance planning, follow-up meetings, etc.	Director (ACSB) District Management HR, CMB	Ongoing		Tie to 3.1	<ul style="list-style-type: none"> Consistent messages
<u>Training and Development for Outreach (Access)</u> <u>Coordinators</u> Review role and responsibilities	OWG	4/4 - 92/3	* next OWG meeting		* for new type "co-ordinator" position parallel to "consultant" ITC.
Draft new job description	OWG	4/4 - 92/3	* after next OWG Meeting		
Review and approve new job description	OWG, Branch Management, MERC	1, 2/4 - 93/4			
Identify appropriate training and development opportunities	District Managers, HR	Medium-term		Tie to 2.1	* Formal training re apprenticeship for any new staff
Reinforcement through: networking, management messages, performance planning, follow-up meetings	District Management Director CMB, HR	Ongoing Long-term		Tie to 3.1	

1.1 - Continued

ACTION STEP	RESPONSIBILITY	TIMEFRAME	START DATE	RESOURCES	RESULTS EXPECTED
<u>Training and Development for Management and other staff involvement in related activities</u>					
Review w/Director	Peter Lloyd	Immediate - Jan/93			* Determine relevance of this activity stream
Identify "target" positions, per District strategic plans	District Management (Coordinators)	Short-term		• Outreach plans - 2.2	
Identify/develop new competencies	HR, District Management	Short-term			
Identify appropriate training and development opportunities	HR, District Management	Medium-term			
Identify candidates and individual needs through performance planning system	District Management	Ongoing Long-term			
Reinforcement through: networking, management messages, performance planning, follow-up meetings	Director District Management CMB, HR	Ongoing Long-term			
Recognition and Reward Structure • Certificates for completion of courses • Recognition in performance planning of contributions	HR Director (ACSB) District Management	Long-term		• New initiatives	• Tangible recognition and reinforcement of goals, messages

STRATEGY: 2.1 Establish an Outreach Coordinator in each District

TASK AREA: Partnerships for Delivery

ROLE:

- Provide leadership and philosophical support to District activities
- Co-ordinate activities of ITC's and other District staff
- Co-ordinate information flow on outreach
- Facilitate processes/contacts/deals for ITC
- Public awareness responsibility
- Support and advise District management on activities such as planning, strategy, needs identification and results reporting
- Liaison between head office and District; represent District on committees.

ACTION PLAN - 2.1 OUTREACH COORDINATOR

Partnerships for Delivery

ACTION STEP	RESPONSIBILITY	TIMEFRAME	START DATE	RESOURCES	RESULTS EXPECTED
Nominate delegate from OWG to interim position. Arrange backfill from new initiatives funding.	Director (ACSB) District Manager	Done			* n.b. difficulties re. "full-time" commitment
Allocate full-time position from existing staff or new outreach complement to undertake coordination function	District Manager	Done		• New initiative	
Allocate ODOE appropriate to position: \$36,500 to be allocated	Director, in negotiation with District Managers	Immediate - 4/4 - 92/3		• New initiative	
Review other Ministry experience to find job description(s) suitable to position of outreach coordinator and outreach specialist	HR	Done		• Existing	Interim description @ IT02 level
Develop job description and classify; review implications of ITC-level job vs. new (higher?) classification (including Women's Access ITCs)	Director, HR (SMM) (OWG?)	Done		• New initiative	• Job classification may set tone for position(s): e.g. career development opportunity vs. "just another ITC"
Review classifications with ERC representatives, MERC and OPSEU	Director (ACSB) District Managers HR	Done			
Obtain approval/advertise/recruit	Director (ACSB) District Managers	4/4 - 92/3		• New initiative	• fill coordinator and other positions
Develop Role and Responsibilities in each District	OWG District Managers	Underway			* n.b. difficulties re. "full-time" commitment and inconsistent support
Provide orientation training and ongoing development and support	District Managers Coordinators HR	1/4 - 93/4		• New initiative • Relates to 1.1	

STRATEGY: 2.2 Develop a 3 year Outreach Strategy for each District

TASK AREA: Partnerships for delivery

**PLANNING
PRINCIPLES:**

- Basis for all outreach activities, targets, results, etc., including new trades and standards.
- Utilize human resources planning model (matching anticipated supply to projected demand)
- Incorporates three "legs" of process - employers, process stakeholders and designated clients.
- Drive and contribute to district operational plans.

ACTION PLAN - 2.2 OUTREACH PLANNING

Partnership for Delivery

ACTION STEP	RESPONSIBILITY	TIMEFRAME	START DATE	RESOURCES	RESULTS EXPECTED
I. <u>Develop District Strategy:</u>					
Negotiate/allocate targets and resources	Director (ACSB) District Managers	Done			<ul style="list-style-type: none"> Target document circulated to OWG and management
Develop data on local labour markets <ul style="list-style-type: none"> statistics profile local intelligence 	P. Lloyd OWG	Done			<ul style="list-style-type: none"> develop new district profiles based on 1991 Census (when available)
Develop standard format for outreach data directory	Tony Pacheco	Done			<ul style="list-style-type: none"> Basis for ongoing using of survey by District staff
Review possibility of incorporating directory into AS400	Tony Pacheco - (Rob Easto)	Feb/93			
Detail, in standard format, current activities and contacts based on survey data	OWG (District Co-ordinators)	Underway - complete Feb/93		<ul style="list-style-type: none"> PB (Mary Miller) to co-ordinate input work 	
Develop quick plan for initial dialogue with community partners	OWG Coordinators	Underway 4/4 - 92/3, 1/4 - 93/4		<ul style="list-style-type: none"> New initiative 	<ul style="list-style-type: none"> Community meetings planned for Central District Next areas: North? SW?
Develop strategy in classic strategic planning model <ul style="list-style-type: none"> profile current status identify current needs Detail vision ("what we want to achieve in three years") Develop actions to address gaps and build on strengths 	OWG/District Managers/Coordinators	Complete - Jan/93			<ul style="list-style-type: none"> Basis for operational plans and results management
Update outreach directory	Outreach Coordinators	Periodic Long-term		<ul style="list-style-type: none"> New initiative 	<ul style="list-style-type: none"> Maintain relevance and use of directory
Develop new sources of data on potential partners	Outreach Coordinators	Ongoing		<ul style="list-style-type: none"> Advocacy plan 4.1 Other gov't contacts in District Current partners 	<ul style="list-style-type: none"> Basis for meeting new targets

2.2 - Continued

ACTION STEP	RESPONSIBILITY	TIMEFRAME	START DATE	RESOURCES	RESULTS EXPECTED
II. <u>Translate into Operational Plan</u>					
Initial communications with potential partners: individual groups, (groups of groups.)?	Outreach Coordinators ITCs	Underway			<ul style="list-style-type: none"> • Projects commission
Identify and plan "quick-start" projects	Outreach Coordinators ITCs	4/4 - 92/3		<ul style="list-style-type: none"> • New initiative 	<ul style="list-style-type: none"> • See separate report
Partner/Project Staff Training -- develop training packages for	HR? CMB? OWG?		<ul style="list-style-type: none"> • Development work - 4/4 - 92/3 	<ul style="list-style-type: none"> • Access kit? • Background/briefing materials • seminars? job shadowing? 	<ul style="list-style-type: none"> • Ensure that project sponsors and staff understand apprenticeship model and MSD operating policy/practice
Planning meeting with District Managers re: incorporating outreach strategy into operational plans <ul style="list-style-type: none"> • Good planning as a performance deliverable 	Director District Managers	Planned for Jan/93			
Operational planning framework (long term framework)	SPSU	By end of fiscal year		<ul style="list-style-type: none"> • Ties to info-tracking 5.1 	<ul style="list-style-type: none"> • Easy-to-use, relevant planning framework
Operational Planning Process	District Managers	Ongoing		<ul style="list-style-type: none"> • Existing • New District Planning Officer 	<ul style="list-style-type: none"> • Feedback and monitoring • Consistent reporting

STRATEGY: 2.3 P.A.C.'S should be made representative of the total population

TASK AREA: Partnerships for Delivery - P.A.C.

AIM: Ensure P.A.C.s are sensitive and responsive to needs of designated /groups

- * Recognize PAC role in maintaining relevance and integrity of apprenticeship training, and introduce outreach principles to PAC activities

ACTION PLAN - 2.3 P.A.C.s

Partnerships for Delivery

ACTION STEP	RESPONSIBILITY	TIMEFRAME	START DATE	RESOURCES	RESULTS EXPECTED
Review selection, nomination and appointment process for P.A.C.s, develop new criteria	Program Standards Policy	short-term		existing	<ul style="list-style-type: none"> placed OWG numbers on Task Group 2: PAC Expansion
Review text of legislation and regulations to ensure they reflect outreach/equity goals/messages/review systemic barriers	Program Standards Policy	long-term		existing	
Through outreach and regular registration activities, develop inventory of qualified tradespersons for P.A.C. service	Staff, Outreach Coordinators	ongoing		existing	<ul style="list-style-type: none"> incorporate as deliverable in operational plans develop a pool of qualified candidates
Communicate corporate message to P.A.C.s (seminars, conferences, presentations by designated groups)	Program Standards CMB	ongoing		existing new initiatives	<ul style="list-style-type: none"> build on momentum of recent PAC conference

STRATEGY: 2.4 New Trades/Improving Quality

TASK AREA: Partnerships for Delivery

- ROLE:**
- To bring principles and philosophy of outreach initiative into process of implementing new trades.
 - Ensure responsive, flexible process of setting standards which will help standards facilitate access/outreach.
 - Move ITC towards new role of ensuring quality training.

ACTION PLAN - 2.4 NEW TRADES/IMPROVING QUALITY

Partnerships for Delivery

ACTION STEP	RESPONSIBILITY	TIMEFRAME	START DATE	RESOURCES	RESULTS EXPECTED
Incorporate "new trades" goals into outreach strategies and operational plans.	District Management Co-ordinators (Program Standards)	Done		<ul style="list-style-type: none"> Existing New initiatives Planning Officers 	<ul style="list-style-type: none"> Incorporated into plans and projects
Identify targets for train-the-trainer (for tradespersons) and Trades Updating as part of District Plan.	District Management Director Program Standards	Ongoing		<ul style="list-style-type: none"> Existing New initiatives 	<ul style="list-style-type: none"> Continues district improvement process Responsive planning
Move responsibility from Trades Updating planning into field.	District Management Director (ACSB)	Short-term Ongoing		<ul style="list-style-type: none"> Existing 	<ul style="list-style-type: none"> Responsive planning
Identify/develop ITCs in central role in maintaining quality of training <ul style="list-style-type: none"> Develop "package of tools" 	OWG, District Management Director	Ongoing Long-term		<ul style="list-style-type: none"> New initiatives 	<ul style="list-style-type: none"> Identify results for ITCs - good training, not just good numbers
Develop opportunities for dialogue/communication/networking between field and program standards. <ul style="list-style-type: none"> decentralize staff regular visits and dialogue 	Program Standards District Management Director(s)?	Ongoing		<ul style="list-style-type: none"> New initiatives 	<ul style="list-style-type: none"> Program standards officers in field
Establish regular/formal linkage with Program Standards' implementation process. <ul style="list-style-type: none"> review possible streamlined process for new trades review use of employer standard trades as introductory vehicles use ITCs as link between standards and field re. improved CAAT curriculum. 	Program Standards Policy (R/E) OWG HATs	Long-term	New fiscal year	<ul style="list-style-type: none"> Existing New initiatives 	<ul style="list-style-type: none"> Review current practice Introduce new roles for ITCs and new processes for new trades

2.4 - Continued

ACTION STEP	RESPONSIBILITY	TIMEFRAME	START DATE	RESOURCES	RESULTS EXPECTED
Develop models of existing and "empowered" processes of setting standards (recognize role of field, CAATS, employers, unions in setting standards).	Program Standards Policy	Medium-term			
Empower true stakeholders of trades to come forward with new trades ideas for improvement.	Co-ordinators District Management ITCs	Long-term			
Develop role of program standards as a proactive resource for field staff and trades stakeholders.	Program Standards Policy (R/E)	Medium-term			

STRATEGY: 2.5 Access/Availability of In-School

TASK AREA: Partnerships for Delivery - P.A.C.

ROLE:

- Remove systemic barriers to participation imposed by traditional "bloc-release" "campus-based" system.

ACTION PLAN - 2.5 IN-SCHOOL

Partnerships for Delivery

ACTION STEP	RESPONSIBILITY	TIMEFRAME	START DATE	RESOURCES	RESULTS EXPECTED
Facilitate partnerships between CAATS and local employers, and capture in operational plans	District Management Co-ordinators ITCs	Ongoing		• Tie in to 2.4	• Ongoing dialogue
Utilize revitalization of PAC, at District level to lever flexibility in TDA/CAATs.	District Management ITCs Co-ordinators, (Outreach)	Ongoing		• Tie in to 2.4	
Use some new initiatives \$'s to pilot distance education models in selected trades.	Program Standards OWG	Medium-term		• Tie in to 2.4	
Tie into MSD/ACAATO strategic planning process to present concerns and agenda re: District/outreach focus.	Director (ACSB) P. Lloyd	Done			• aware of outreach implications
Review range/apprentice-related "flows" to ACAATO and TDA's and move towards district planning model.	Policy (R/E) Director (ACSB) District Management	Medium - Long-term		• Tie in to 2.4	

STRATEGY: 3.1. Corporate Communications/Advocacy

TASK AREA: Communications/Stakeholder Involvement - P.A.C.

- ROLE:**
- Provide tools/resources for outreach coordinators, ITCs and others re: outreach
 - Continue/enhance process of spreading/reinforcing messages internally and externally
 - Reinforces partnerships, advocacy, training and other task areas

ACTION PLAN - 3.1 COMMUNICATIONS

Communications/Stakeholder Involvement

ACTION STEP	RESPONSIBILITY	TIMEFRAME	START DATE	RESOURCES	RESULTS EXPECTED
Corporate Message Redraft current set of messages and approve	P. Lloyd CMB	Done			<ul style="list-style-type: none"> Q&A document circ'd Jan/93
Prepare in standard formats for use of OWG (slides, WP discs, etc.)	CMB	4/4 - 92/3		<ul style="list-style-type: none"> Existing Toronto District (fact sheet) 	<ul style="list-style-type: none"> Factsheet for community "Tool kit" for ITCs
Periodically review materials and update with accomplishments	CMB Co-ordinators, (Outreach)	Ongoing		<ul style="list-style-type: none"> New initiatives 	
Communications Campaign Work with CMB on ongoing external publicity campaign to support direct contact	CMB OWG	Short-term Ongoing		<ul style="list-style-type: none"> Tie into 5.1 New initiatives 	<ul style="list-style-type: none"> Reinforce messages to various audiences
Introductory message <ul style="list-style-type: none"> external - Black Trades Association, Employer Survey internal - presentations at District meetings 	CMB (OWG)	Underway - internally		<ul style="list-style-type: none"> Existing 	<ul style="list-style-type: none"> Presentations across province to staff
Internal "awareness" campaign to maximize opportunities for complementarity and reduce duplication <ul style="list-style-type: none"> formal, informal 	CMB (OWG)	Ongoing			<ul style="list-style-type: none"> * possible follow-ups to Q's & A's document

3.1 - Continued

ACTION STEP	RESPONSIBILITY	TIMEFRAME	START DATE	RESOURCES	RESULTS EXPECTED
Local Campaigns Use outreach coordinators to summarize and highlight relevant corporate information for ITCs re. outreach and ensure "good" communications • e.g. District Outreach Bulletins	District Managers Co-ordinators, (Outreach)	Ongoing: 4/4 - 92-3		<ul style="list-style-type: none"> New initiatives 	<ul style="list-style-type: none"> Ongoing flows of information to <u>all</u> field staff initial "bulletins" in each district by year-end
Bring outreach forward on at all agendas for district meetings	Co-ordinators, (Outreach)	Ongoing			<ul style="list-style-type: none"> Happening in all districts
Establish streamlined communications "approval" process to facilitate local public awareness campaigns	CMB Director (ACSB)	Medium-term 1/4 - 93/4		<ul style="list-style-type: none"> None required 	<ul style="list-style-type: none"> Allow local flexibility to plan/implement local publicity consistent with corporate message
Communications training for outreach coordinators	CMB	Medium-term		<ul style="list-style-type: none"> New initiatives 	<ul style="list-style-type: none"> Reinforce/support above
Allocate ODOE resources for District publicity	Director (ACSB) District Manager	Medium-term		<ul style="list-style-type: none"> Existing New initiatives 	<ul style="list-style-type: none"> Provide necessary support to local campaigns

STRATEGY: 4.1 Advocacy to Other Ministries and Stakeholders

TASK AREA: Stakeholder involvement - P.A.C.

ROLE:

Principles:

- Ensure outreach messages gets to our critics
- Establish parallel relationships to ensure participation

ACTION PLAN - 4.1 ADVOCACY

Stakeholder involvement

ACTION STEP	RESPONSIBILITY	TIMEFRAME	START DATE	RESOURCES	RESULTS EXPECTED
<p>Local "advocacy" is already part of District planning.</p> <ul style="list-style-type: none"> • identify local contacts and stakeholders • monitor activities through operational plans 	<p>Co-ordinators, (Outreach) ITCs District Management</p>	Ongoing			<ul style="list-style-type: none"> • Many new contacts already established as result of OWG
<p>Establish corporate group (PDU lead) to contact/inform various ministries, agencies and province-wide groups (invite participation from OWD, Citizenship, COMSOC, ONAS, MEd, Disabled, Corrections, ACAATO, etc.)</p>	<p>PDU (OWG) Director, (ACSB)</p>	<p>Immediate 4/4 - 92/3</p>		<ul style="list-style-type: none"> • Tie in to 3.1 • Existing contacts 	<ul style="list-style-type: none"> • Linda Heslegrave to head Task Group 15
<p>Establish corporate advocacy and communications strategy to facilitate "buy-in" throughout stakeholder ministries.</p>	<p>PDU Director (ACSB) CMB</p>	<p>4/4 - 92/3</p>	<p>a.s.a.p. after group established</p>	<ul style="list-style-type: none"> • Task Group 15 	<ul style="list-style-type: none"> * Ongoing liaison to local efforts * Ensure that stakeholder ministries "get the word out" to their field offices

STRATEGY: 5.1 Change results reporting format to enable proper monitoring of outreach initiatives

TASK AREA: Information Tracking

ROLE:

- A way of measuring if targets/goals have been reached
- Tool to report back on success of outreach activity
- Ends vs. means activity vs. achievement - ensure results are meaningful to the attainment of outreach goal (more and better training for diverse clientele)
- Decision mechanism

MISSION STATEMENT

TO INCREASE THE REPRESENTATION OF EMPLOYMENT EQUITY TARGET GROUP MEMBERS INTO APPRENTICESHIP TO REFLECT THE NORTHERN DISTRICT LABOUR FORCE.

Strategic Goals/Objectives

1. We will increase awareness throughout community of apprenticeship and outreach.
2. We will implement 15 outreach projects by equity group organizations.
3. We will increase the number of equity group members in apprenticeship.
4. We will establish and strengthen partnerships with all stakeholders.
5. We will increase the number of equity group members counselled and referred to preparatory training, by MSD staff and outreach partners.

Strategies

1. We will increase awareness throughout community of apprenticeship and outreach.
 - Initiate discussions with new (proposed) and existing community partners re apprenticeship and outreach.
 - Provide ongoing resource for community partners - i.e. as committee members; through info. sharing; and through resource sharing, to encourage apprenticeship "buy-in".
 - Promote apprenticeship throughout District with all community stakeholders (employers, educators, unions, students, clients, etc.).
 - Make full use of marketing tools available to our field staff (displays, brochures, skills ok, etc).
2. We will implement 15 outreach projects by equity group organizations.
 - Initiate discussions with new (proposed) and existing community partners re apprenticeship and outreach.
 - Solicit project proposals from equity group organizations.
 - Provide ongoing resource for approved projects.

3. We will increase the number of equity group members in apprenticeship.

- Solicit project proposals from equity group organizations.
- Provide ongoing resource for approved projects.
- Counsel individual target group clients.
- Liaise with, and provide ongoing resource to organizations representing target group members.
- Address training needs of outreach team and other field staff, i.e. re outreach, equity sensitivity training.

4. We will establish and strengthen partnerships with all stakeholders.

- Contribute to development of provincial directory.
- Facilitate communication between head office/district office and field, re outreach, new initiatives, changes, successes, etc.
- Initiate discussions with new (proposed) and existing community partners re apprenticeship and outreach.
- Provide ongoing resource for community partners - i.e. as committee members; through information sharing and through resource sharing, to encourage apprenticeship "buy-in".
- Provide ongoing resource for approved projects.
- Promote programs and services offered by us and other agencies to our clients, customers and stakeholders.

5. We will increase the number of equity group members counselled and referred to preparatory training, by MSD staff and outreach partners.

- Facilitate communication between head office/district office and field, re outreach, new initiatives, changes, successes, etc.
- Address training needs of outreach team and other field staff, i.e. re outreach, equity sensitivity training.
- Counsel individual target group clients.
- Promote programs and services offered by us and other agencies to our clients, customers and stakeholders.
- Keep outreach team "on track".
- Monitor reporting function of field staff re: outreach.

Strategic Issues

The Northern District recognizes the importance of the following issues which will affect the successful accomplishment of our mission:

- Full cooperation/support of all staff - head office down to field staff.
- Results from other thrusts of revitalization (i.e. new trades, improved quality, flexibility of in-school training).
- Full time outreach complements in place throughout province.
- Economic revitalization!
- Availability of accessible pre-employment and/or pre-apprenticeship training through other trainers.
- Training of field staff - i.e. consistent corporate message, cultural sensitivity, who our partners are and what they do, changes in our system and how we do business.
- Partnership commitments at "higher" levels between government and other agencies.
- Marketing resources - to inform general public and stakeholders about apprenticeship and improve existing image.

SITUATIONAL ANALYSIS

Where We Are and What We're Doing

- In Ontario, there are approximately 55,000 registered apprentices, 95% of whom are white, able-bodied males.
- In northern district (population 790,530), statistics show the following representation:

Equity Group	% of Population (in N. Ontario)	% of Apprentices (in Ontario)
Aboriginals	6.22	0.39
Women	49.93	4.64
Racial Minority	1.39	2.43
Disabled	n/a	n/a

- The northern district ITC's and W.A.A.T. Coordinators report: frequent contact with traditional community partners (unions, employers, trainers, educators, government offices and government sponsored agencies such as Jobs Ontario, Canada Employment Centre); occasional contact with First Nation groups, EDCs, women's groups (almost exclusively by the W.A.A.T. Coordinators); and infrequent contact with such groups as Workers' Compensation Board, Vocational Rehabilitation.

External Influences

- The recession is having a major impact on Northern Ontario. We are dealing with mine closures, mill shutdowns and downsizings, and business failures. There are few new jobs or apprenticeships being created. Many employers are not planning for the future. They often speak of "just hanging on month by month".
- Training/retraining dollars are reduced (often non-existent for non-U.I. recipients).
- Government legislation - recent or pending (labor reform, pay equity, employment equity, environmental controls, g.s.t., etc.) place an extra burden on businesses which many feel couldn't be happening at a worse time.
- Apprenticeship does not have a high profile. Many parents, community partners, etc. do not have a clear understanding of apprenticeship training. Apprenticeship/trade occupations do not have a good reputation, i.e. apprentices are high-school drop-outs, trades are not "good jobs".

Stakeholders/clients/customers

- Our customers are changing - many mines and large industries either no longer exist or have down-sized significantly, to the point where very few apprentices are active in these areas.
- Small businesses, the backbone of apprenticeship training, are in a "holding pattern" - riding out the recession. Few new positions are available with these employers.
- Native groups are becoming pro-active in seeking meaningful training, with accreditation, for their clients.
- Youth (in general) do not view apprenticeship as a career path.
- Although women are entering apprenticeships in greater numbers, the number would likely be higher if more pre-trade training opportunities were available. Most women don't have the background knowledge to get their foot in the door.
- Organizations representing the disabled community would welcome apprenticeship, or any other type of program, which would help their members find and retain viable employment.
- Current stakeholders (CAATS) are seeking a place at the table re our new initiatives, and fighting to hold on to their current piece of the training pie.
- Internal and external stakeholders are uncertain about: future of CITCs, PACs, impact of OTAB; CEC changes; introduction of common core; changing to training standards, etc. We must communicate more effectively, to all our partners, what is going on re apprenticeship training.

Trends

- New trades - As our economy shifts away from industrial-based mode, and construction starts are slow due to the recession, we need to consider many new occupations under the apprenticeship training model to meet our goals. Some labour market trends show service sector, information technology, communications, health, electronics and tourism as growing fields.
- Community partners are pleased to be invited to participate in the apprenticeship revitalization process. They have a wealth of ideas re new trades, partnering, shared-client responsibilities. They can become great advocates of our system.
- Apprentices are older (average age now 24.3). They have different opinions, concerns and needs than their younger counterparts. I.e. fewer of these "maturer" apprentices are willing, or able, to travel out of their communities to attend in-school training.
- Employment Equity target groups, for various reasons (cultural, family responsibilities, finances, physical barriers) are not accommodated by our offerings of in-school training.
- Distance Education, more private delivery agents, T.V. Ontario education programs, etc. - all provide opportunities for alternative schooling.

Strengths/Weaknesses

Weaknesses:

- Lack of knowledge of our partners and other agencies' programs and services.
- Lack of knowledge of/sensitivity to the employment equity, target groups.
- Inflexible system - does not encourage those who don't fit in (i.e. schooling, grade 10, ratios).
- Low public awareness level of apprenticeship.
- All consultants not spreading the same corporate message.
- Lack of confidence in our operating/support systems to handle present (and future) client responsibilities.
- Resistance to change.

Strengths:

- Our ITC's have well-established networks with hundreds of community partners and employers.
- The WAAT Coordinators have established contact with many agencies, many who weren't part of the traditional ITC network.
- The WAAT Coordinators have introduced new ways of doing business - and shared their accomplishments with MSD staff.
- Cooperation between ITCs and WAAT Coordinators.
- Organizations representing target groups view apprenticeship training model as a viable alternative for their clients who don't fit into the post-secondary education track.
- Apprenticeship is a well-proven method of training that works.
- ITC's are dedicated, loyal employees who believe in what they are selling (apprenticeship).

ACTION PLAN - 5.1 INFORMATION TRACKING

Information Tracking

ACTION STEP	RESPONSIBILITY	TIMEFRAME	START DATE	RESOURCES	RESULTS EXPECTED
Review capturing/reporting of all current information	OWG	Done			
Identify Results (SMARTS) against targets laid out in Cabinet Submission (S-pecific) (M-easurable) (A-ttainable) (R-easonable) (T-ime bound) (S-tretch)	District Managers Director (ACSB) ADM	Done		<ul style="list-style-type: none"> Ties to 2.2 	<ul style="list-style-type: none"> Target document circulated to OWG and management
Develop reporting relationships, including contracts, to ensure accountability in partnership projects	OWG Women's Access	31/Jan/93		<ul style="list-style-type: none"> Experience with Access projects, LoA 	<ul style="list-style-type: none"> Project management package!
Develop a new reporting form to capture activity and on results access activities, pre-apprenticeship, outreach, laid-off initiatives, etc.	Proposed Results Management Working Group -ITM, ITC's, OWG, Program Standards, Rob Easto	31/Jan/93 1/4 - 93/4	a.s.a.p.	<ul style="list-style-type: none"> Experience with OSDO, etc. 	<ul style="list-style-type: none"> Manual system developed 31/Jan/93 Incorporate into AS400
Develop a data base incorporating new data and ensure that information is readily available	Task Group 16	Medium-term	a.s.a.p	<ul style="list-style-type: none"> Experience with OSDO, etc. 	<ul style="list-style-type: none"> Task Group established: Rob Easto to chair
Develop a district outreach calendar of events	Coordinator, (Outreach)	Ongoing			

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