Skills Training Atlantic Canada Pilot (STAC)

Interim Evaluation Report

Prepared by

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for

Food Processing Skills Canada

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This report was produced as part of a project funded by the Future Skills Centre (FSC), with financial support from the Government of Canada's Future Skills Program.

FSC is a forward-thinking centre for research and collaboration dedicated to preparing Canadians for employment success. We believe Canadians should feel confident about the skills they have to succeed in a changing workforce. As a pan-Canadian community, we are collaborating to rigorously identify, test, measure, and share innovative approaches to assessing and developing the skills Canadians need to thrive in the days and years ahead. The Future Skills Centre was founded by a consortium whose members are Toronto Metropolitan University, Blueprint ADE, and The Conference Board of Canada

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1.0 Introduction

This interim evaluation report for the Skills Training Atlantic Canada (STAC) Pilot Project has been developed to inform Food Processing and Skills Canada (FPSC) managers on the evaluation results for selected implementation issues and early project results. The period covered with this evaluation report includes the initial six months of project development and approximately twelve months of project implementation. A final evaluation report for the STAC project will be developed in Fall 2022 which will provide an overview of project impacts at various levels (individual learners, employer organization, sector). The STAC Pilot Project receives funding from the Future Skills Centre.[1]

1.1 Project Description

Skills Training Atlantic Canada (STAC) is a three-year program designed as a pilot project by FPSC to advance workforce development in Atlantic Canada with training for New Hires & Seasonal Workers, Frontline Workers and Supervisors. This program has been made available at no cost to food and beverage manufacturing businesses in Nova Scotia, Prince Edward Island, New Brunswick, Newfoundland & Labrador. STAC's course curriculum is aligned with Canada's Learning and Recognition Framework (LRF) for the food and beverage industry to ensure the most progressive learning environment and to 'raise the bar' for industry workforce development.

Based on the industry-validated LRF, this project's purpose is to systematically develop skill sets among current employees in the Atlantic food and beverage processing industry that will contribute to increased capacity among both employees and employers to successfully adapt to the anticipated and ongoing challenges associated with substantial increased industry growth, combined with disruption due to technological industry advancements and an aging workforce.

The specific design and implementation objectives for the STAC project include:

- To design a skills training pilot program that aligns with components of the FPSC LRF;
- To develop and adapt courses that align with program design;
- To recruit a diverse group of food and beverage processing employers across Atlantic Canada to actively participate in the STAC Pilot;
- To deliver technical and social emotional learning skills training to workers in the Atlantic food and beverage processing industry that aligns with the FPSC LRF; and
- To monitor and evaluate the STAC Pilot results.

[1] https://fsc-ccf.ca/

The STAC Project Logic Model provides an overview of key input, activities, outputs and intended outcomes (see Table 1).

Table 1: STAC Pilot Project Logic Model

Resources / Inputs What human, financial, organizational, and community resources are required to operate your project?	**Activities** Activities are what your project does with its resources. They are the processes, tools, events, technology, and actions that are an intentional part of the program implementation.	**Outputs** Outputs are the direct products of your activities and may include types, levels and targets of services to be delivered by your project.	**Intended Outcomes** Outcomes are the specific changes in project participants' satisfaction, knowledge, skills, employment, etc.
• Supervisors in the Food and Beverage Processing Industry (FBPI) • Established Front-line FBPI Workers • New Hires & Seasonal FBPI Workers • Atlantic Canada FBPI Employers • FBPI Associations • Research Institutes • Colleges and Training Institutions • Specialized Trainers/Facilitators • Canadian Food Processors Institute • Project Manager & Team • In-kind Contributions • FSC Financial Contributions	• Project design, planning and structure	• Detailed workplans, methodology reports, detailed measurement/eval plan, selected measures/tools, project advisory group	• Participant outcomes: • Satisfaction with program structure and acquired skills • Increased skills in areas of focus (new and augmented) • Higher job satisfaction (multiple dimensions) • Improved job performance • Increase in job responsibilities • Promotion/advancement • • Employer outcomes: • Satisfaction with program • Increased skill level of workforce • Increased investments in training • Improved retention/turnover rates • Lower absenteeism rates • Improved productivity
	• Development/adaptation of courses to align with LR framework and focus areas	• Courses, teaching/facilitation materials, testing materials	
	• Recruitment of project participants across Atlantic regions and target groups	• Recruitment materials, meetings with employers, participants	
	• Training interventions according to groups, regions, and phases	• Training sessions, online course completions, credentials, certificates	
	• Monitoring and tracking results and evaluation	• Surveys, interviews, focus groups, data • Analyses, evaluation reports	

1.2 Project Design and Components

1.2.1 Learning Recognition Framework (LRF)

Forming the theoretical basis and curriculum guide for the STAC Program is the LRF. The LRF is an industry-validated framework that defines learning and development pathways for the food and beverage processing sector's workforce across occupations, levels, and industry sub-sectors. The LRF delineates a series of courses and trainings at different levels to help streamline learning in the food and beverage processing sector and improve the skills of workforce. The purpose of the project is to test select training components of the LRF to develop the skills of current employees (new hires/seasonal workers;

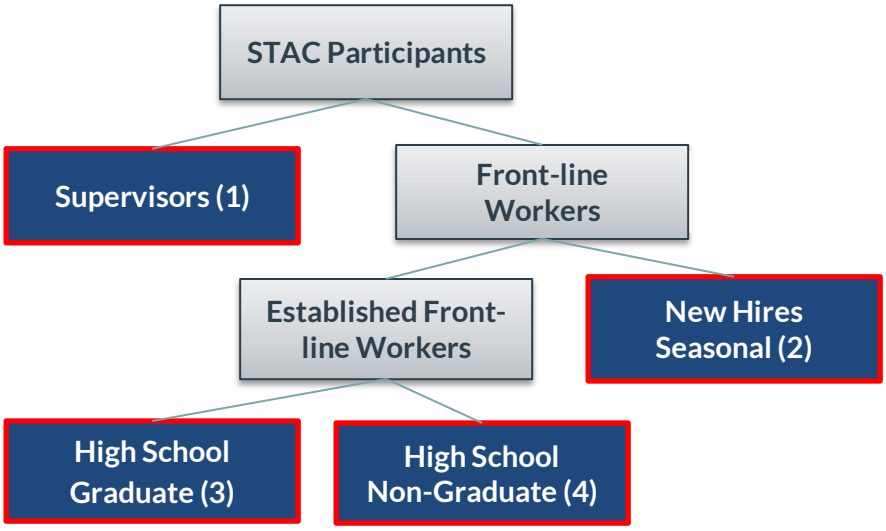
established front-line workers; and supervisors) of the Atlantic food and beverage processing industry. Courses offered include foundational training, workplace essentials, and courses at the supervisory level. The project will determine the effectiveness of the training interventions in augmenting the skills and capacity of employees and the further effects of increased skills for both employees and employers. Because the LRF is meant to be applied across sub-sectors, testing specific training components with different target groups helps determine the applicability and value of the LRF for the food and beverage processing sector currently and in view of the anticipated and ongoing challenges associated with substantial increased industry growth and disruption due to technological industry advancements and an aging workforce (see Appendix A for a copy of the LRF).

1.2.2 Participant Groups and Learning Streams

The STAC Program has aligned detailed learning streams that meet the skill requirements of the LRF for specific levels. The program has enrolled individual participants in one of four groups based on level, experience, and previous education. As illustrated in Figure 1, the four groups are defined as:

1. ***Supervisors*** – has worked in a supervisory position directly or indirectly overseeing the work of at least 3 employees for at least 6 months or more.
2. ***New Hires / Seasonal workers*** – hired within the past 12 months or works at facility less than 7 months of the year
3. ***Established Front-Line Workers (High School Graduate)*** – has worked in a front-line position at this facility for more than 12 months and has a High School Diploma (or equivalent)
4. ***Established Front-Line Workers (High School non-Graduate)*** - has worked in a front-line position at this facility for more than 12 months and does not have a High School Diploma (or equivalent)

Figure 1: STAC Participant Groups



The learning streams for each participant group correspond directly to the LRF. Each level of the LRF provides a clear set of learning pathways and skill requirements, which STAC courses are designed to directly address. A brief description of each learning stream and its correlation to the LRF is described below according to participant group (specific details on courses are provided in Appendix B and C):

- ***Supervisors*** – Supervisors are recommended to have at least 6 months of technical experience in food and beverage processing and a minimum of one year of work experience in any sector. Participants take all of the mandatory common core courses from both Level 3 (Supervisors) and Level 1 (Foundations), including several of the workplace essentials courses. Participants complete 23 courses across four semesters for a total of 62 total training hours.
- ***New Hires / Seasonal workers*** –This learning stream is designed to support food and beverage employees with little or no previous work experience, those who are new to Canadian workplace culture and those who are new to Canadian food safety culture. Participants in this stream may not have a Canadian high school diploma.[2] Courses in this stream provide the foundational skills for working in the food and beverage processing sector. Participants in this learning stream complete 22 courses for a total of 56 training hours.
- ***Established Front-Line Workers (High School Graduate)*** – Participants in this learning stream have a Canadian high school/CEGEP diploma or equivalent. They take courses that correspond to the LRF's Level 1 components, including a few of the Workplace Essentials modules, such as empathy, interpersonal skills, and thinking skills. Participants in this learning stream complete 18 courses across three semesters for a total of 52.5 total training hours.

[2] https://stac-fpsc.com/how-it-works/#the-framework

- ***Established Front-Line Workers (High School non-Graduate)*** - For participants without a Canadian high school/CEGEP diploma or equivalent, this learning stream offers the same foundational courses as the high school stream but also includes many of the workplace essentials courses. Participants in this stream complete 26 courses for a total of 66.5 total training hours.

1.2.3 Acahkos Program

A unique component of the STAC project is the development and implementation of a comprehensive program focused on social emotional learning skills for various levels. The goal of the Acahkos program is to help participants learn new emotional intelligence skills through online courses and apply them in the workplace with the ongoing support through live interactive sessions. Acahkos is a goal-driven learning experience, which enables participants to set their own learning goals, to track their progress towards those goals, to be flexible with the study sessions, and to stay motivated along the way. Acahkos uses a blended learning approach. Along with specific online courses, the program includes virtual instructor-led training sessions (webinars), and ongoing learning support through downloadable toolkits, workbooks and email communications with reminders and additional resources. During the STAC program, all participants are required attend two Acahkos webinars. These learning stream specific, 90-minute webinars help facilitate learning and applying the material learned through courses and give participants the opportunity to explore concepts and share ideas in small groups.

1.2.4 STAC Employer Onboarding Sessions

The STAC Program management team offered onboarding sessions for employers. This was an opportunity for STAC employer administrators to learn about the program outcomes, training components, and evaluation. Sessions were presented as a video meeting through Zoom and were also recorded.

1.2.5 Workbooks and Printed Materials

Supporting employers and employees on their e-learning journey requires tools and guidance (such as Chromebooks, workbooks & checklists). Employees receive a kitfolder that houses workbooks per each technical and social emotional (Acahkos) learning stream, reference cards, a magnet, and a pen for employees. The workbooks provide a space with leading questions for employee online learning and career development notes. It is a go-to guide for curriculum descriptions, login information, strategies on best practices for a successful online learning and development program.

The Employer receives a full kit for each learning stream as well as a;

- Checklist on how to successfully deploy an online learning program,
- Brochure on the overall program,
- Flyer on How to Navigate the Employer Dashboard,
- Report, Poster, and a Quick Reference Guide for the Learning & Recognition Framework.

See Figure 2 below that shows what is received in the Welcome Package Kitfolder (including Chromebooks as required).

Figure 2: STAC Kitfolder, Workbooks & Assets

1.3 Delivery Platform - Online Learning Management System (LMS)

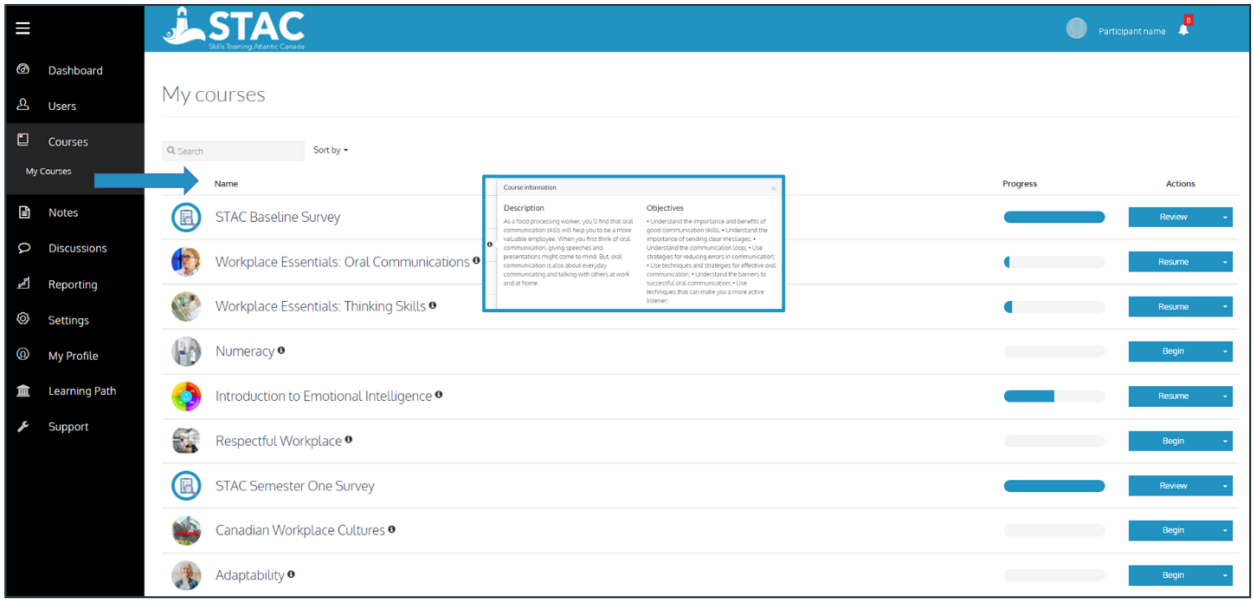
Extensive developmental work went into the design and development of an online learning management system (LMS) once it was determined early in the development stage in 2020 that training and support would have to be delivered 100% online given the impacts of the COVID pandemic. Many of the successes and learnings to date for the STAC project have been related to this rapid transition. The current LMS and related components are described in this section to capture some of the main features.

The STAC Program LMS is hosted on a cloud-based eLearning HUB, *znanja* (Figure 3).

The platform allows STAC participants to:

- View their profile and certificates for completed courses.
- Complete courses and see an at-a-glance summary of their course progress.
- Access evaluation surveys.
- Report any technical issues.

Figure 3: LMS Dashboard (Screenshot)



When users first log into the LMS, they can access a short introductory module on how to use the platform. This video takes users through the navigation panel, reporting issues, and accessing courses.

Participants complete assigned courses and access evaluation surveys through the "Courses" section of the LMS. Courses and surveys are listed as part of a user's learning stream in the order that they should be completed but does not prevent participants from completing courses in any order they choose.

Users who encounter technical issues with the LMS can access the Online Learning Support Tool through their LMS dashboard. This tool walks users through a series of steps to document their issue so the STAC support team can reach out to them, if necessary. Users can report on any of the following technical issues:

- Name or email is incorrect
- Course access has expired
- Unable to print or view certificates
- Support using the platform
- Issues completing course tests
- Progress bar has not reached 100%
- Possible system bug
- Another issue not specific above

Issues reported using this tool are sent to the STAC support team for further investigation.

Employer Portal

Employers can access details about the progress of their participants through the online employer portal. Users can access a number of features, including:

- **Report and transcripts**
  Users can download participant reports including course progress and final scores, along with PDF versions of the dashboard view.
- **Enrollments by learning stream**
  The dashboard includes a breakdown of total enrollments by learning stream.
- **Performance charts**
  The dashboard includes overall course progress for all participants, average scores, and top courses according to participants' final scores.
- **Participant raw data**
  Users can create their own reports by searching for specific participants, courses, cohorts, or other variables. Reports are available in Excel or PDF formats.

An image of the employer portal is provided in Figure 4.

Figure 4: Features of the employer portal

1.4 Project team and support

Jennefer Griffith: *Executive Director*, Food Processing Skills Canada monitors budget & funder contract management, primary program decision maker.

Deborah McGowan: *Program Manager*, oversees, monitors, and manager of program development, design, infrastructure, deployment & support.

Sheri Nicolle: *Program Specialist, Regional Representative for PEI*. As an HR Specialist Sheri is a key contact with employers for contract signing & support, as well as a contributor to program development & design.

Cynthia Perry: *Regional Representative for Newfoundland & Labrador/Nova Scotia*. Outreach for program recruitment.

Sherri Deveau: *Regional Representative for New Brunswick*. Outreach for program recruitment.

Raja Hatoum: *Emotional Intelligence Coach*. Leader of the Acahkos program including live webinar coaching.

Joseph Cacciotti: *FPSC Support*. Learning Management System (LMS) Support

Isabel Dopta: *FPSC Senior Communication Advisor*. Facilitates media, press releases, website comms for STAC

DPM Research: *Evaluations & Research Team*. Research and consulting partner specializing in applied research & program evaluation.

2.0 Evaluation Approach and Methodology

2.1 Evaluation Research Design

The STAC Pilot Project integrated a pre-post intervention research design, including an extensive data collection plan at multiple points throughout the project. This interim evaluation report focuses on some preliminary results and design/implementation issues. The final evaluation report scheduled for Fall 2022 will address the specific research questions developed for the current project that focus on three levels of anticipated impacts of the LRF (i.e., employee, employer, sector) (see Table 2).

Table 2: Research Questions for STAC Pilot Project

Research Question	
Individual Employee/Learner Level Impacts	
RQ1	Does participating in the training that aligns with the LRF (i.e., follows a clear development "pathway") contribute to increasing employees' skill levels in selected areas?
RQ2	Does participating in the training that aligns with the LRF contribute to improved job performance among employees?
RQ3	Does participating in training that aligns with the LRF contribute to increasing employees' job satisfaction levels?
RQ4	Does participating in training that aligns with the LRF pathways contribute to employees' future training/development plans?
Employer/Organizational Level Impacts	
RQ5	What impact has participating in the LRF aligned training had on employers' organization-level **training plans and investments**?
RQ6	Does participating in the LRF aligned training contribute to **improved employee retention**?
Sector/System Level Impacts	

RQ7	Does the implementation of the LRF contribute to **improved productivity** within the sector?
RQ8	Does the implementation of the LRF contribute to an **increased demand for training** that aligns with specific pathways outlined in the LRF?
RQ9	Does the implementation of the framework contribute to training providers **adjusting or adapting their course and program offerings** to improve alignment with the LRF?
RQ10	Does the implementation of the framework contribute to the **development and integration of future skills** required by the sector to address potential challenges and take advantage of future opportunities?

The research design incorporates a repeated measures design (or also known as a pre-post design) for both employees and employers. We have incorporated three main time periods for measurement/assessment with additional assessment points at various stages within the training intervention. The main time periods for each cohort include:

- Pre-intervention assessment – before the training intervention starts to serve as a baseline and to collect various demographic data;
- Within-intervention assessment – various points associated with semester completion while in training; and
- Follow-up assessment – depends on project timeline, but ideally within 3-4 months of training intervention completion.

2.2 Data Collection Methods

The main data collection methods for this interim evaluation have included:

- Project administration data such as intake forms, application forms, progress information, course marks, and enrollment statistics (based on 45 employers and 330 STAC participants enrolled as of January 2022);
- Baseline surveys (pre-intervention) with STAC participants (n=258);
- In-program surveys (within intervention) with STAC participants which include semester completion surveys (4 for supervisors, 3 for frontline/seasonal/new hires) (e.g., n=176 for Semester 1 Survey);
- Interviews with employers with STAC participants that have progressed significantly or graduated from the program (n=19).

3.0 Profiles

This section contains profiles of both the STAC employers and the STAC participants as of January 2022. Data for this section were derived from administrative data, application forms and baseline surveys.

3.1 Employer Profile

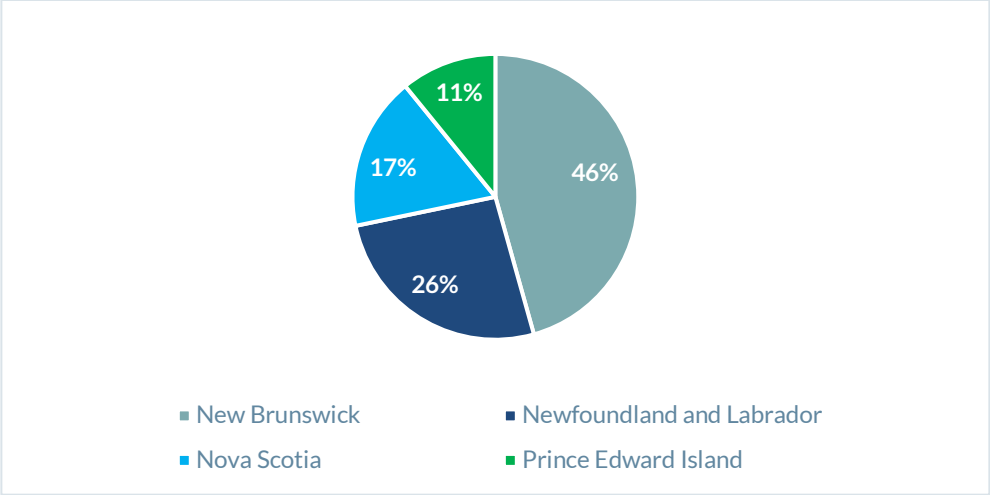
Employer Profile Summary

- Most of the STAC employers are well-established businesses, with almost one-half (46%) of STAC employers having been in operation for more than 25 years.
- New Brunswick employers were the most likely to participate in the program with nearly one-half (46%) operating their facilities in NB. Approximately one-quarter (26%) of STAC employers were located in Newfoundland and Labrador with smaller proportions originating from Nova Scotia (17%) and Prince Edward Island (11%).
- STAC employers represent 11 industrial sub-sectors. Approximately one quarter (22%) of participating companies are categorized as seafood preparation and packaging (NAICS 3117), with and additional 20% categorized within the fruit and vegetable preserving sub-sector (NAICS 3114).
- Most STAC employers experience a busy season which can vary depending on the sub-sector. Busy seasons are characterized by periods of increased consumer demand or other periods that require additional work (e.g., harvest or planting seasons).
- All STAC employers currently offer on-the-job training (100%). Other frequent forms of training include general on-boarding or orientation for new employees (87%) and coaching and mentoring (69%).
- Most companies (71%) requested Chromebooks to provide to STAC participants to support their training.
- One-fifth (20%) of STAC employers reported that they are FPSC members.

3.1.1 STAC employers - region

The most participation comes from New Brunswick business. Almost one-half (46%) of participating STAC employers reported that they operate their main facility in New Brunswick. Approximately one-quarter (26%) of STAC employers were located in Newfoundland and Labrador with smaller proportions originating from Nova Scotia (17%) and Prince Edward Island (11%) (see Figure 5).

Figure 5: Participating STAC employers - Province of operation



3.1.2 STAC employers - industrial Sector

STAC employers represent 10 food and beverage industrial sub-sectors (see Table 3). Representation is highest (22%) from the seafood product preparation and packaging sub-sector (NAICS 3117) with a similar proportion (20%) from fruit and vegetable preserving and specialty food manufacturing (NAICS 3114).

Table 3: Sub-sectors represented in STAC employers

NAICS code	Sub-sector	Description[3]	Percentage of companies
3117	Seafood product preparation and packaging	This industry group comprises establishments primarily engaged in canning seafood, including soup; smoking, salting and drying seafood; preparing fresh fish by removing heads, fins, scales, bones and entrails; shucking and packing fresh shellfish; processing marine fats and oils; and freezing seafood.	22%
3114	Fruit and vegetable preserving and specialty food manufacturing	This industry group comprises establishments primarily engaged in manufacturing frozen fruits and vegetables; frozen entrées and side dishes of several ingredients, except seafood; and fruits and vegetables preserved by pickling, canning, dehydrating and similar processes.	20%
3119	Other food manufacturing	This industry group comprises establishments, not classified to any other industry group, primarily engaged in manufacturing food.	16%
3121	Beverage manufacturing	This industry group comprises establishments primarily engaged in manufacturing beverages.	13%

[3] Industry descriptions extracted from Statistics Canada NAICS 2017 Version 2.0. https://www23.statcan.gc.ca/imdb/p3VD.pl?Function=getVD&TVD=380372

NAICS code	Sub-sector	Description[3]	Percentage of companies
312310	Cannabis product manufacturing[4]	This Canadian industry comprises establishments primarily engaged in manufacturing products made from cannabis plants with a level of tetrahydrocannabinol (THC) greater than 0.3%.	7%
3116	Meat product manufacturing	This industry group comprises establishments primarily engaged in manufacturing meat products.	4%
3118	Bakeries and tortilla manufacturing	This industry group comprises establishments primarily engaged in manufacturing baked goods. Establishments primarily engaged in manufacturing bakery products, for retail sale, but not for immediate consumption, are included.	4%
3111	Animal food manufacturing	This industry comprises establishments primarily engaged in manufacturing food and feed for animals, including pets.	2%
3113	Sugar and confectionary product manufacturing	This industry group comprises establishments primarily engaged in manufacturing sugar and confectionery products.	2%
3115	Dairy product manufacturing	This industry group comprises establishments primarily engaged in manufacturing dairy products. Establishments primarily engaged in manufacturing substitute products are included.	2%
9999	Other industries	Other industries not included in the above list	7%

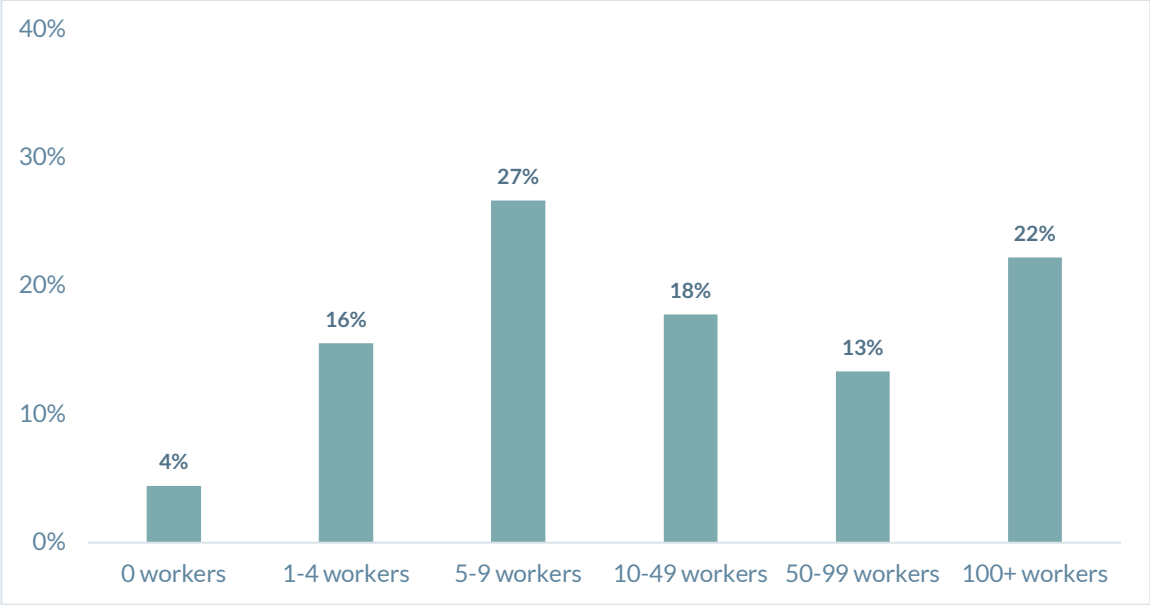
3.1.3 STAC employers - Company size

STAC employers generally report having a core workforce year-round with some employers hiring additional part-time and full-time seasonal workers to assist during busy seasons such as during harvest season or periods of high consumer demand.

STAC employers are primarily small-medium enterprises with nearly two-thirds (65%) reporting having fewer than 50 full-time staff (see Figure 6). Less than one-quarter of employers (22%) report having 100 or more full-time staff. A small proportion (4%) run entirely seasonal businesses with no full-time staff year-round.

[4] Industry description extracted from Statistics Canada North American Industry Classification System (NAICS) Canada 2017 Version 3.0. 2018. P. 138. https://www150.statcan.gc.ca/n1/en/pub/12-501-x/12-501-x2016003-eng.pdf?st=A507U6rR

Figure 6: Proportion of STAC employers according to full-time employees (year-round)



3.1.4 STAC employers – company age

The STAC program appears to be attractive to well-established companies, with the majority (55%) having been in operation for 20 years or more. Nearly one-quarter of STAC employers (22%) have been in business for 50 years or more (see Table 4).

Table 4: STAC Employers – years in operation

Number of years in operation	Percentage of employers
1-4 years	16%
5-9 years	18%
10-14 years	4%
15-19 years	7%
20-24 years	9%
25-49 years	24%
50+ years	22%

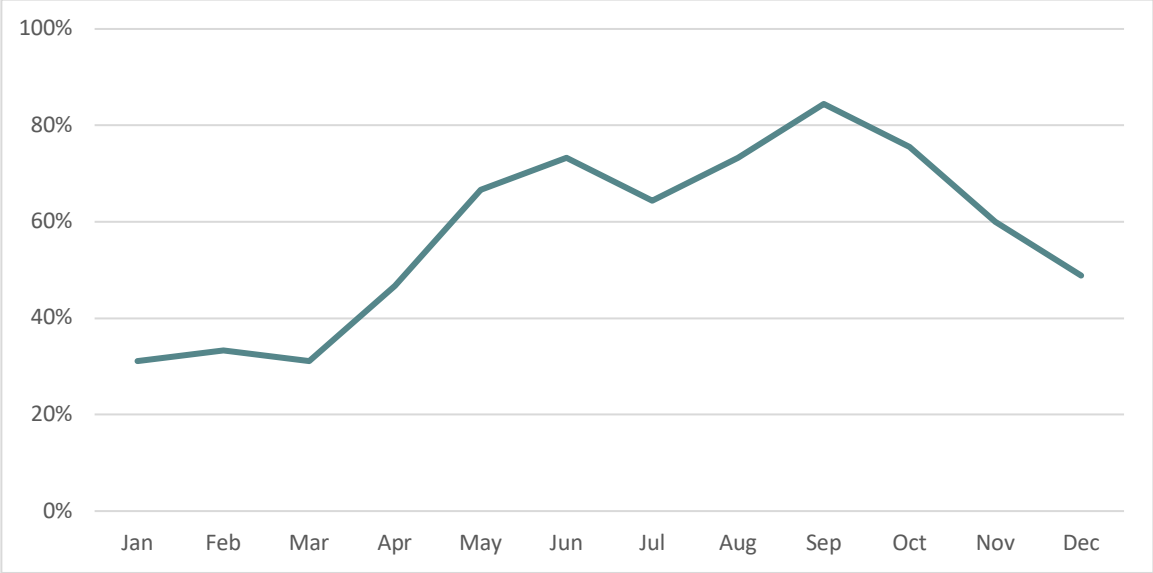
3.1.5 STAC employers - busy seasons

The food and beverage industry is quite diverse and busy seasons can vary depending on the sub-sector. Some companies experience very little seasonality in their operations while other companies go through periods of increased consumer demand or other periods that require additional work (e.g., harvest or planting seasons).

Overall, for STAC employers the most frequently cited busy season was May to through to approximately November (see Figure 7). March begins a sizable spike in the number of busy companies, reaching 73% of companies in June. This peaks again in September with

84% of companies experiencing a busy month but this gradually decreases from October to December to a low of about 50% of companies.

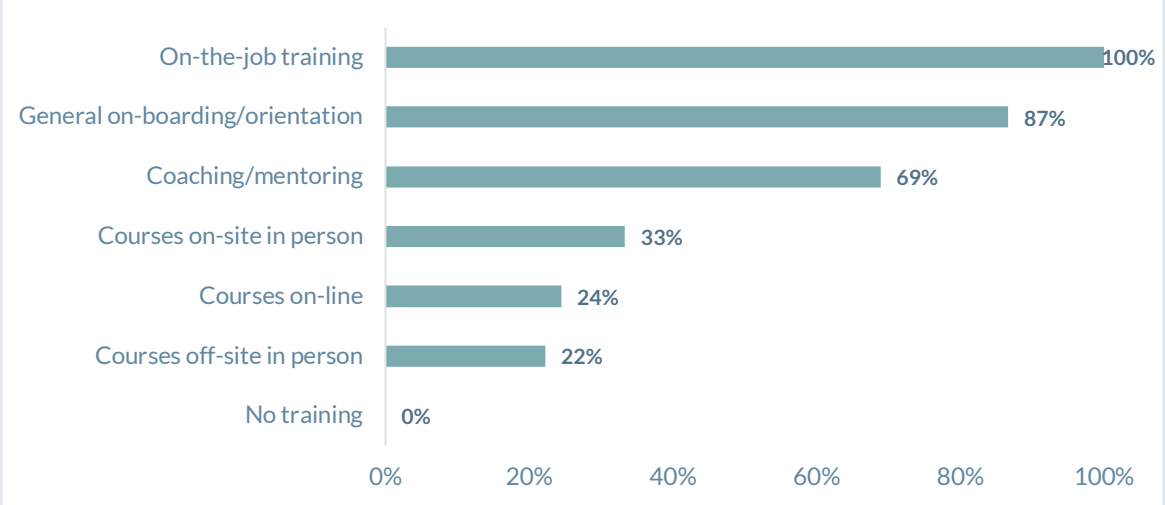
Figure 7: Proportion of STAC employers identifying month as within busy season



3.1.6 STAC employers - training offered pre-STAC participation

All STAC employers report offering on-the-job training (100%). In addition, many employers offer general on-boarding or orientation for new employees (87%), or coaching and mentoring (69%). Fewer employers offer training courses on-site (33%), online training (24%) and courses off-site (22%).

Figure 8: Current training offered by STAC employers



3.1.7 STAC employers - FPSC Membership

Only a minority of the STAC employers (20%) at the time of project enrollment reported being a member of Food Processing Skills Canada.

3.2 STAC Employee Participant Profile

STAC Employee Participant Profile Summary

- As of January 2022, there were 330 participants enrolled in the STAC Program across the multiple learning streams.
- Overall, there is a relatively equal gender split between women (51%) and men (48%). The frontline worker group has a majority of women (63%).
- A slight majority of STAC participants are under the age of 40 (54%), with one-quarter (26%) between the ages of 15-29 years old, and an additional 28% between 30-39 years old. The largest proportion of nearly one-third (32%) are between the ages of 40-49. A smaller proportion (15%) are in the older age group of 55 or older.
- Approximately one in ten (12%) self-identity as a landed immigrant or permanent resident. A smaller proportion (7%) self-identify as belonging to a visible minority.
- Very small proportions of STAC participants self-identify as Indigenous (<1%) or a person with a disability (<2%).
- Post-secondary education is most common among the supervisor group (59%) with slightly lower proportions among the frontline worker group (50%).

3.2.1 STAC participants overall - learning streams

There are currently 330 participants enrolled in the STAC Program as of January 2022.[5] The majority of these (81%) are enrolled in the supervisor stream (n=266), while the remaining proportion is primarily in the frontline worker stream (18%; high school = 57; no high school = 3). Only a very small number of participants were enrolled in the new hires/seasonal learning stream (1%; n=4).

3.2.2 STAC participants overall - gender

There is a relatively even split between male and female participants with 51% of participants identifying as women and 48% of participants identifying as men with 1% of respondents indicating they identify as non-binary. Among the smaller group of frontline workers, there are proportionally more women (63%), while among supervisors there is a relatively even split (49%).

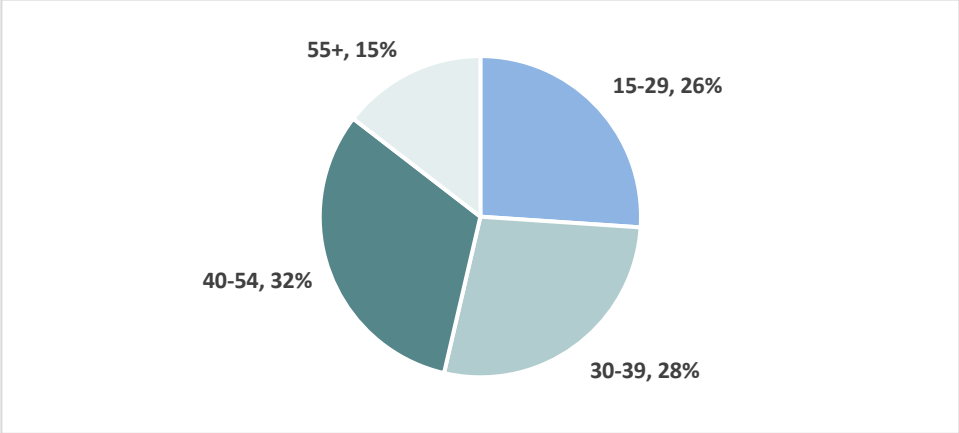
3.2.3 STAC participants overall - age

A slight majority of STAC participants are under the age of 40 (54%), with one-quarter (26%) between the ages of 15-29 years old, and an additional 28% between 30-39 years old. The largest proportion of nearly one-third (32%) are between the ages of 40-49. A smaller proportion (15%) are in the older age group of 55 or older (see Figure 9). The supervisor stream participants follow a similar age cohort distribution as overall, while the

[5] Number of participants recorded as of January 26, 2022.

frontline worker stream has higher proportions of both youth (15-29; 30%) and older workers (55+; 23%)

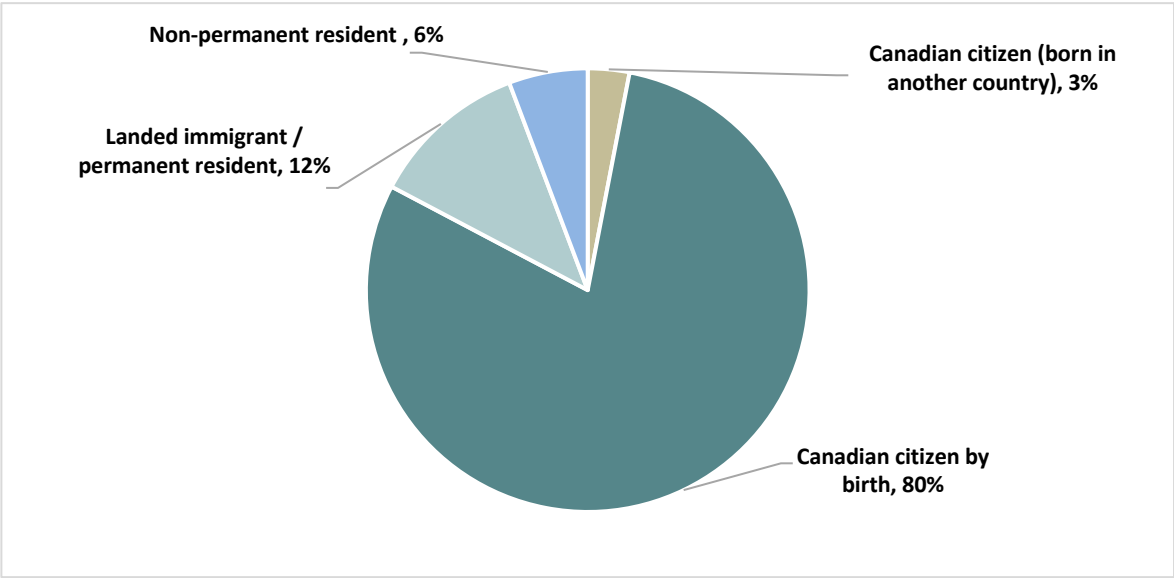
Figure 9: STAC participant age – all streams



3.2.4 STAC participants overall – immigration status

As presented in Figure 10, the majority of STAC participants (80%) are Canadian citizens by birth. Approximately 12% of participants self-identity as a landed immigrant or permanent resident, with an additional 6% identifying as a non-permanent resident, which includes those in Canada under a work or study permit or those considered as a refugee claimant. The proportion of non-permanent residents is considerably higher among the frontline workers at 17%.

Figure 10: STAC participant immigration status - all streams



3.2.5 STAC participants overall – visible minorities

Approximately 7% of all participants self-identify as belonging to a member of a visible minority group.

3.2.6 STAC participants overall – post-secondary education levels

The majority of the STAC participants in the supervisor stream (59%) reported an educational background with at least some post-secondary education having graduate from either college or university. Among the frontline worker stream, this proportion was slightly lower at 50% reporting a post-secondary education level.

3.3 Learning styles and previous training – supervisor stream

3.3.1 Learning styles – supervisor stream

All STAC participants were asked to reflect and report on their different learning styles. The categories used to assist them in describing their preferred styles are outlined in Table 5.

Table 5: Definitions for potential learning style preferences

Learning style	Definition[6]
Visual	Someone with a preference for visual learning is partial to seeing and observing things, including pictures, diagrams, written directions and more. This is also referred to as the "spatial" learning style. Students who learn through sight understand information better when it's presented in a visual way.
Auditory	Auditory learners tend to learn better when the subject matter is reinforced by sound. These students would much rather listen to a lecture than read written notes, and they often use their own voices to reinforce new concepts and ideas.
Reading	Reading (or reading/writing) learners prefer to learn through written words. While there is some overlap with visual learning, these types of learners are drawn to expression through writing, reading articles or books, writing in diaries, looking up words in the dictionary and searching the internet for just about everything.
Kinesthetic	Kinesthetic learners, sometimes called tactile learners, learn through experiencing or doing things. They like to get involved by acting out events or using their hands to touch and handle in order to understand concepts.

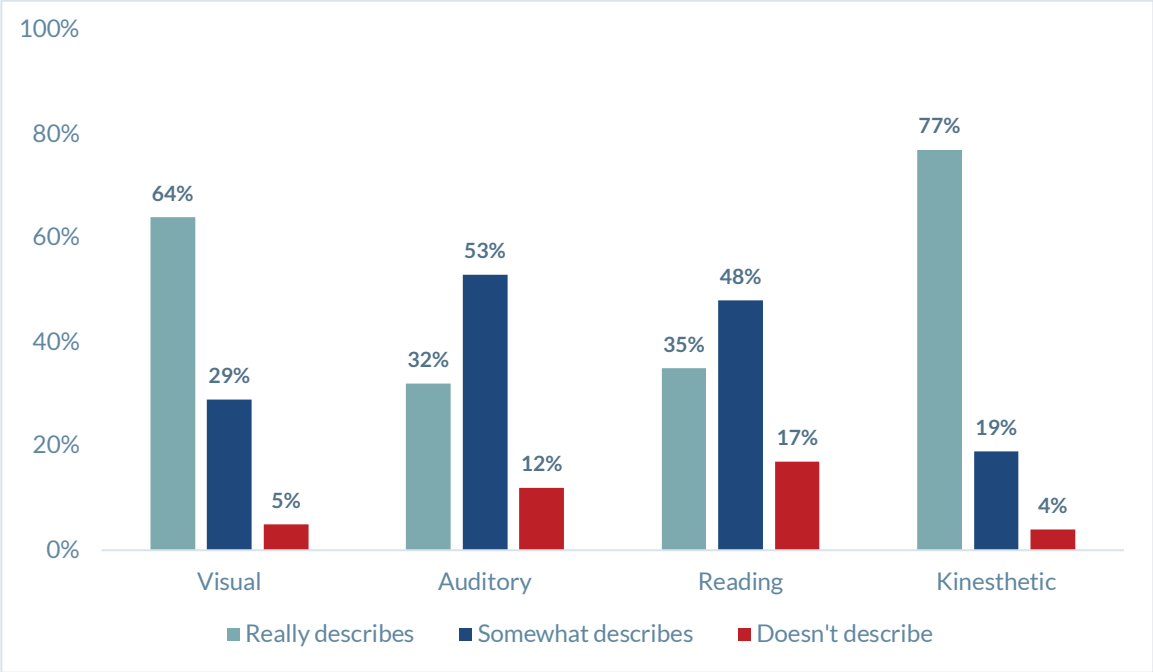
As illustrated in Figure 11, most supervisors learn best while doing (i.e., physical movement, hands on tasks) and by seeing (i.e., pictures, videos, graphics). Many food processing jobs require hands-on tasks, repetition, and typically involve elements of physical movement (e.g., standing for long periods of time). Workers may also be required

[6] Malvik, Cassie. (2020). 4 Types of Learning Styles: How to Accommodate a Diverse Group of Students. *Rassmussen University*. https://www.rasmussen.edu/degrees/education/blog/types-of-learning-styles/

to visually assess machine equipment or refer to diagrams or written instructions in order to perform tasks or solve problems.

Approximately three-quarters (77%) of all supervisors, regardless of age, reported that they learn best while doing (kinesthetic learning) or by seeing (visual learning) (64%). Supervisors rely on auditory learning (32%) or reading (35%) to a lesser degree, and women are more likely than men to use auditory and reading learning styles to describe themselves.

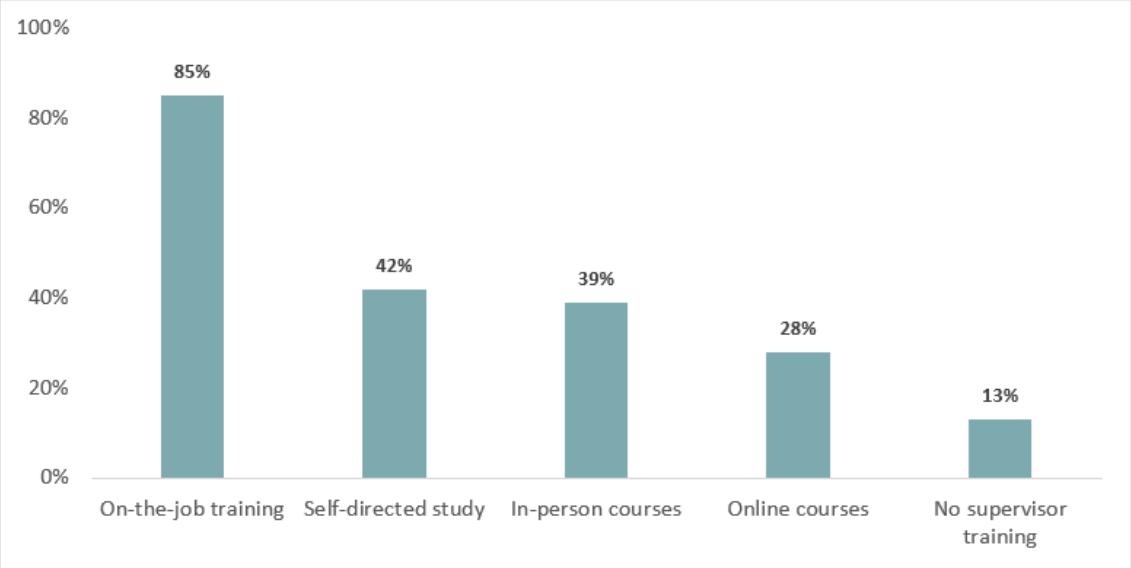
Figure 11: Learning styles - supervisor stream



3.3.2 Previous training – supervisor stream

As illustrated in Figure 12, almost all supervisors (85%) have received on-the-job supervisor training, with women (93%) more likely than men (77%) to have had this training. Less than half of participating supervisors have received training through self-directed study (42%), in-person courses (39%), or online courses (28%). Younger supervisors tend to have had training through online courses or webinars (38% of those aged 15-29 years old) whereas older supervisors are more likely to have had in-person training through courses or workshops (46% of those aged 40-54 years old and 48% of those aged 55 years and older). Slightly over 1 in 10 supervisors (13%) of supervisors report having not received any prior supervisory training.

Figure 12: Prior supervisor-related training – supervisor stream

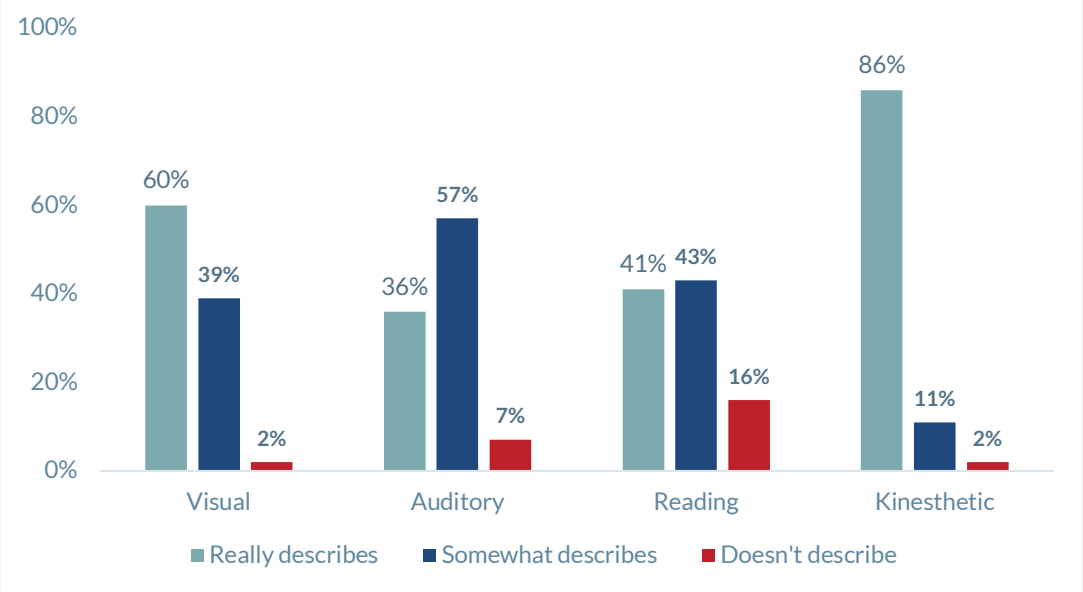


3.4 Learning styles and training – frontline worker streams

3.4.1 Learning styles – frontline worker streams

Almost all participants in the frontline worker streams (86%) rely on kinesthetic learning (Figure 13). To a lesser extent, they use visual learning (59%), followed by reading (41%) and auditory learning (36%).

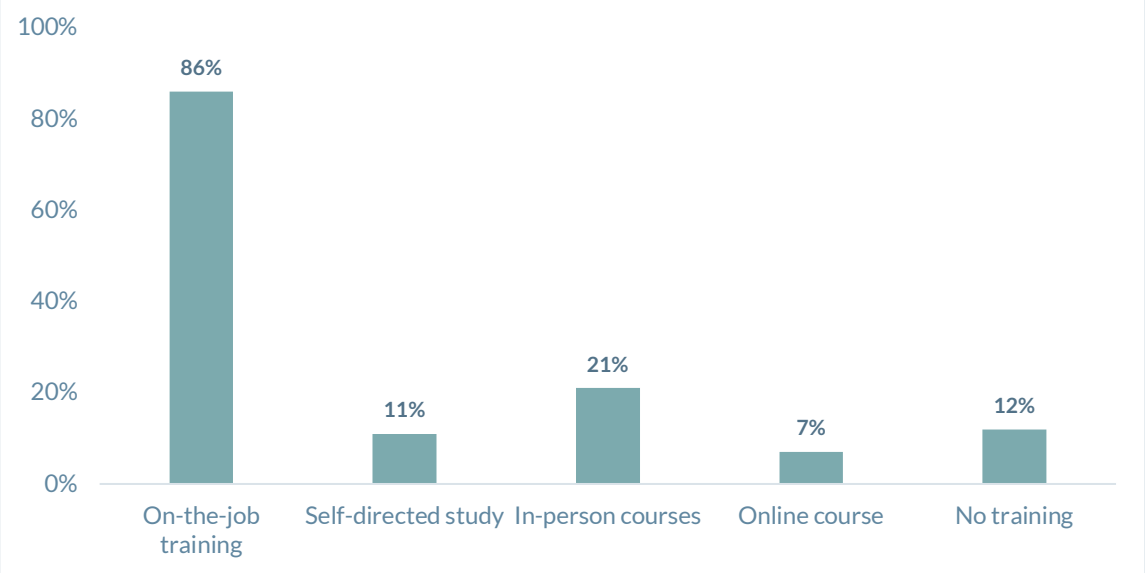
Figure 13: Learning styles – frontline worker streams



3.4.2 Previous training – frontline worker streams

Most participants in the frontline worker streams have received some training with their current employer (see Figure 14). The most frequently cited type of training is on-the job training (86%) while smaller proportions report having attended in-person workshops or courses (21%), undertaking self-directed study (11%) or online courses/webinars (7%). Slightly over 1 in 10 participants (12%) report having not received any training with their current employer.

Figure 14: Prior training – frontline worker streams



3.5 Current work environment – supervisor stream

3.5.1 Experience with current employer

One-third of participants (33%) in the supervisor learning stream report having worked with their current employer between 1-5 years (see Table 6). Approximately one quarter (23%) have worked with their current employer between 6-10 years, with and additional quarter (27%) having worked more than 11 years with their current employer. Approximately one in five supervisors (18%) report less than 1 year of experience with their current employer.

Table 6: Experience with current employer – supervisor stream

Experience with current employer	Percentage of Supervisor stream participants
Less than 1 year	18%
1-5 years	33%
6-10 years	23%
11+ years	27%

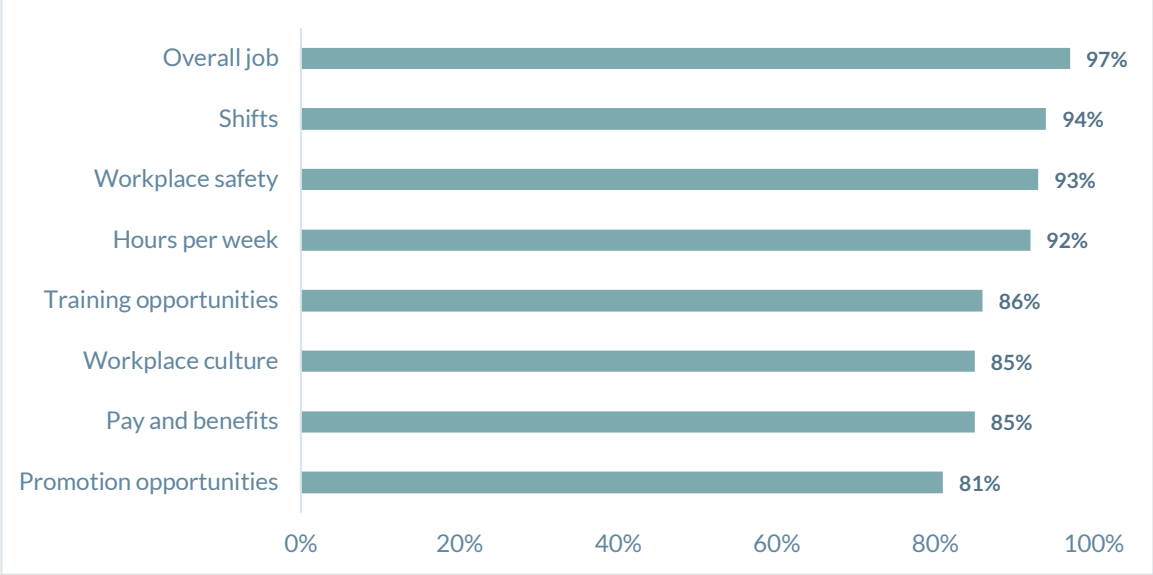
3.5.2 Job satisfaction – supervisor stream

Overall, there are high levels of job satisfaction among supervisors (see Figure 15). Almost all supervisors are satisfied with their overall job (97%) with similar proportions satisfied with their shifts (94%), their working hours per week (92%), and the company's level of workplace safety (93%).

One are of less satisfaction is with the training opportunities with their current employer prior to STAC (86%). It appears that the longer supervisors are with their current employer, the less satisfied they are with training opportunities, suggesting that opportunities are perhaps most frequently available for those newer to the role. Among those with their current employer for less than one year, only 5% were not satisfied with training opportunities, compared to 17% for those with their current employer for 11+ years.

Most supervisors (61%) report enjoying almost all supervisor-related tasks and only 2% of supervisors do not enjoy any supervisor-related tasks. From the open-ended survey responses received at this point, working and collaborating with co-workers and team members is one of the main aspects that supervisors like most about their current job. These participants enjoy interacting with and developing friendship and respect for their co-workers and this was emphasized in the survey data. Among some of the other qualities that supervisors like most about their current job are their hours of work, the flexibility and freedom to prioritize tasks and solve problems, and daily challenges, learning experiences, and opportunities to grow. The supervisor feedback also emphasizes the importance of their input being heard by company managers and feeling as though they are respected and valued by the management team.

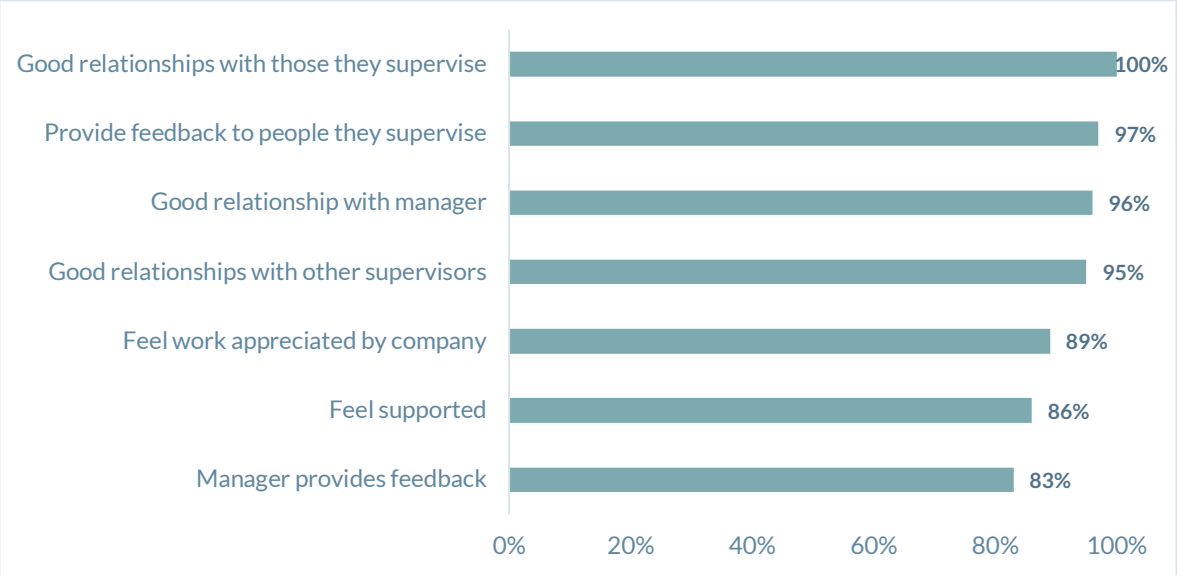
Figure 15: Job satisfaction – supervisor stream



3.5.3 Current work environment – supervisor stream

Supervisors overall describe a good work environment across various dimensions (see Figure 16). Most supervisors describe their relationships with managers and those they supervise as positive with ranges of 95% to 100%. Approximately 1 in 10 feels less supported or appreciated by the company, and approximately 1 in 5 reports not having sufficient feedback from their managers.

Figure 16: Perceptions of current work environment – supervisor stream



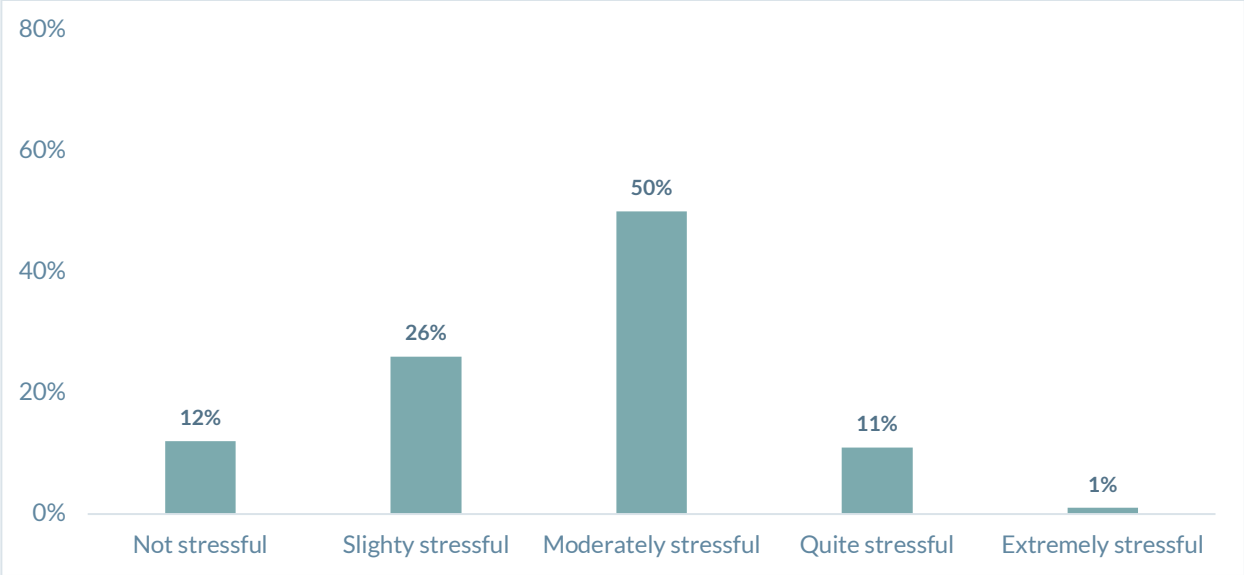
Interestingly, the longer participants have been with their current employer, the more likely they are to report not feeling supported in their job. Only 3% of supervisors who have been with their employer less than one year do not feel supported. This increases to 16% for those with their employer 1-5 years, 17% for those with 6-10 years, and 18% for those with more than 11 years with their employer.

3.5.4 Workplace stress – supervisor stream

Nearly two-thirds of supervisors (63%) report that their job stress levels are moderately stressful or higher on a daily basis. Slightly over 1 in 10 report that their levels are in the "quite stressful" (11%) or "extremely stressful" (1%). Interestingly, over one-third of supervisors indicate that job stress level is relatively low with "not stressful" (12%) or only "slightly stressful" (26%).

There seems to be a relationships between stress and job satisfaction. As illustrated previously in Figure 15, overall job satisfaction was at 97%. This drops by 10-percentage points to 87% among those who indicated their job was quite or extremely stressful (Figure 17).

Figure 17: Daily stress levels among supervisors



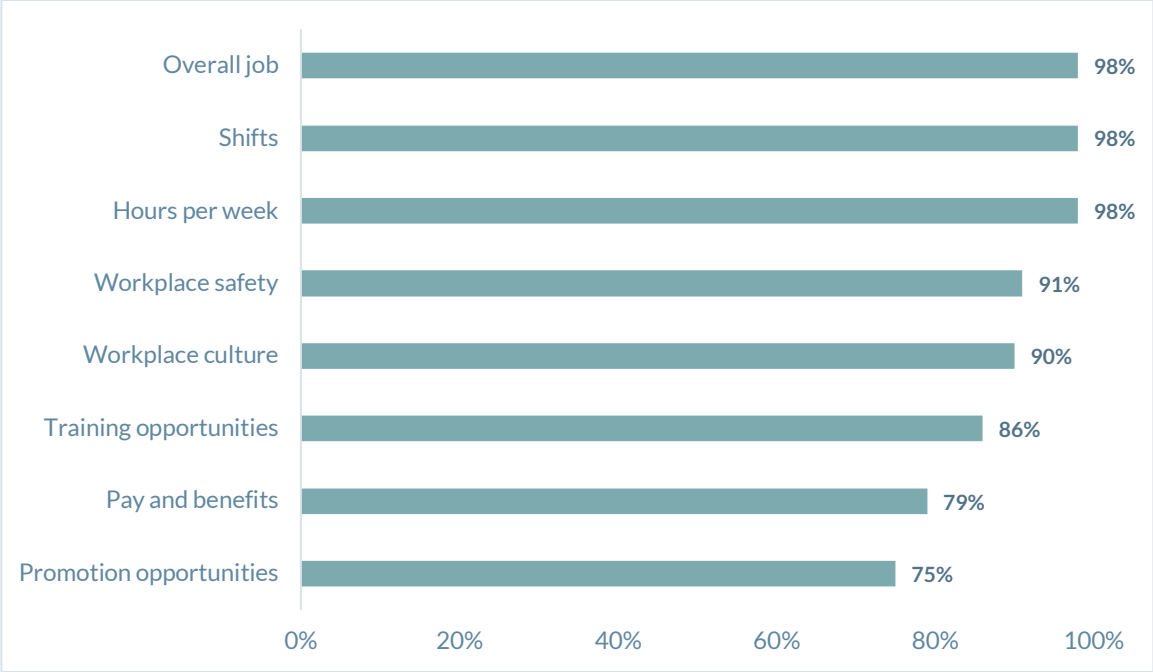
3.6 Current work environment – frontline worker streams

3.6.1 Job satisfaction – frontline worker streams

As illustrated in Figure 18, there are quite high levels of job satisfaction for STAC participants in the frontline worker streams. Most are satisfied with their overall job (98%), their shifts (98%), and the number of hours they work each week (98%). Many participants are also satisfied with workplace safety (91%) and workplace culture (90%). Slightly lower proportions are satisfied with the training opportunities prior to STAC (86%), pay and benefits (79%) and promotion opportunities (75%).

All frontline worker stream participants reported that they enjoy either some or almost all of their job tasks.

Figure 18: Job satisfaction – frontline worker streams



3.6.2 Current work environment – frontline worker streams

All participants reported that they have good relationships with their coworkers, and 98% indicated that they have good relationships with other staff at the company and their direct supervisor. Most participants (90%) feel that they are supported in their job and that their work is appreciated by the company. Nearly all participants (98%) indicated that their supervisor provides them with feedback on their job.

3.6.3 Workplace stress – frontline worker streams

Most participants in the frontline worker streams (80%) find their job either "not stressful" or only "slightly stressful" on a daily basis.

3.7 Baseline skills self-assessment – supervisor stream

Approximately one in five supervisors (22%) report that they have very good supervisory skills (see Table 7). The largest proportion (48%) indicated that they are good at some things but could improve in some areas. Approximately one quarter (24%) of supervisors reported that they are just getting started in their supervisory role and have lots to learn. Over three-quarters of the group reporting that they are just getting started have been with their current employers 5 years or less.

Table 7: Supervisory Skill Rating (Supervisor Stream)

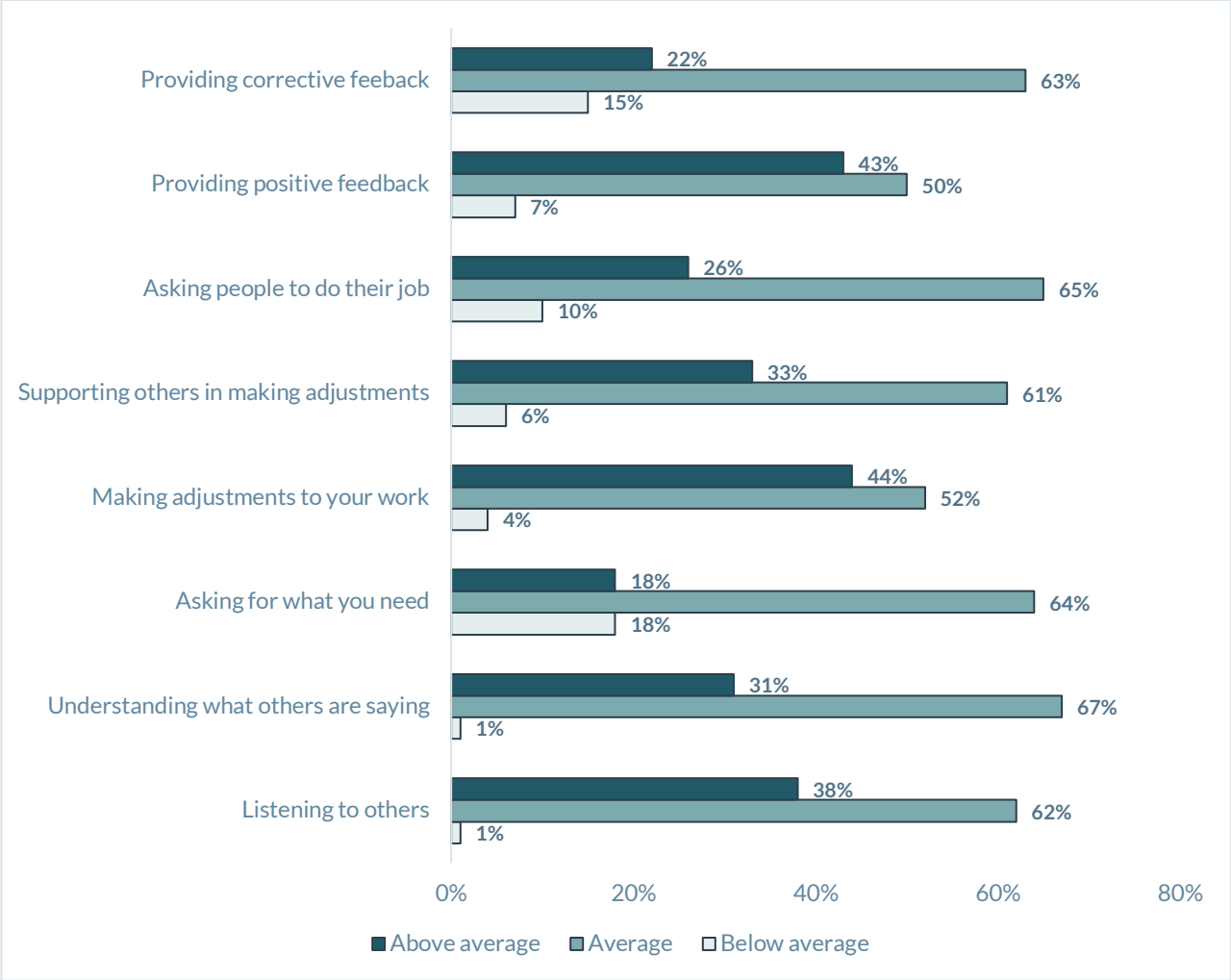
Supervisory skill rating	Percentage of Supervisors
Just getting started - still lots to learn	24%
Good at some things - could improve in some areas	48%
Very good - just need some touch ups in a few areas	22%
Don't really know - never really thought about this before	6%

3.7.1 Self-assessment of overall skills – supervisor stream

The supervisor baseline questionnaire asked participants to rate their skill levels in a number of areas according to three levels: below average, average, or above average.

Across almost all skill areas approximately two-thirds of supervisors self-assessed as average (see Figure 19). Some exceptions included higher ratings for "making adjustment to your work", "providing positive feedback" and "listening to others". Areas of slightly lower skill level ratings included "asking for what you need" and "providing corrective feedback".

Figure 19: Self-assessment of skill levels – supervisor stream



3.7.2 Self-assessed comfort level with work situations – supervisor stream

As illustrated in Figure 20, the majority of supervisors report that they are either moderately or quite comfortable with various work situations such as learning technical skills, talking on the phone, working on the computer or speaking during meetings.

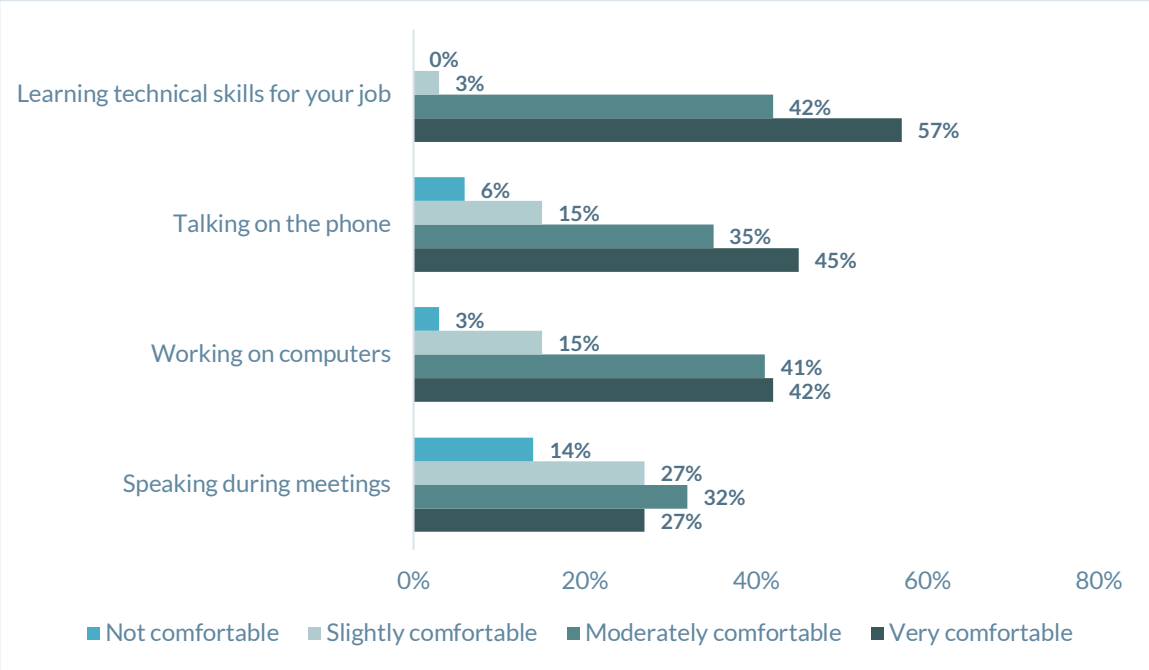
Learning technical skills for their job had higher comfort levels for most supervisors, but particularly high for the youngest supervisors (ages 15-29 years) and those with post-secondary education (noting that the younger supervisors are more likely to have graduated from either college or university compared to the older cohorts). For example, approximately 70% of those supervisors 15-29 years of age report being "very comfortable" with learning technical skills, compared to less than half (46%) of those aged 55 years and older.

The area of lowest comfort was speaking during meetings with 41% of supervisors indicating they are only slightly or not at all comfortable doing this. Those groups reporting

the lowest levels of comfort include women who are more than twice as likely as men to not be comfortable, and younger supervisors (15-29). For example, among younger supervisors, 40% reported being comfortable compared to 61% of those 55 years and older.

As would be anticipated, older supervisors are more likely to report being uncomfortable working on computers compared to younger supervisors.

Figure 20: Self-assessed comfort level with work situations – supervisor stream



3.7.3 Self-assessed comfort with self-learning/adaptation – supervisor stream

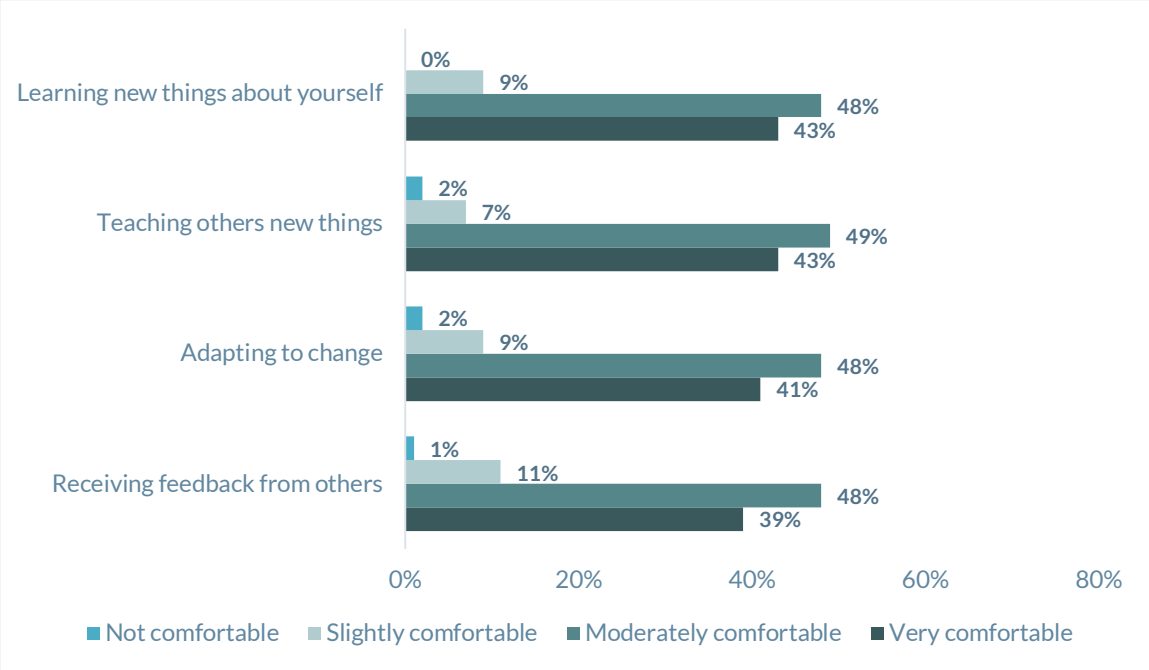
Overall, supervisors reported being moderately or very comfortable in situations involving learning new things about themselves, teaching others new things, adapting to change, and receiving feedback from others (see Figure 21).

Regarding comfort levels related to learning new things about themselves, those with post-secondary experience are more likely to be comfortable with this compared to those with high school or grade school education. Women are also more likely to be very comfortable with learning new things about themselves. For example, 51% of women were very comfortable with this skill compared to 35% of men.

For skills related to teaching others new things, younger supervisors are more likely to be less comfortable in this situation when compared to older supervisors. For example, while 13% of supervisors aged 15-29 noted that they are either slightly comfortable or not comfortable with teaching others new things, only 5% of those aged 40-54 reported this level of comfort in teaching.

All supervisors, regardless of age, gender, or postsecondary experience, responded with similar levels of comfort in adapting to change. Overall, 39% reported that they are very comfortable with this skill.

Figure 21: Self-assessed comfort level with self-learning and adaptation – supervisor stream



3.8 Baseline skills self-assessment – frontline worker streams

Slightly over one-half of frontline workers (54%) report that their skill level for doing their job is very good (see Table 8). An additional one-third (31%) report that they are good at some things, but there are areas for improvement. A small proportion (12%) reported that they are just getting started in their job and have lots to learn.

Table 8: Baseline skill rating – frontline worker streams

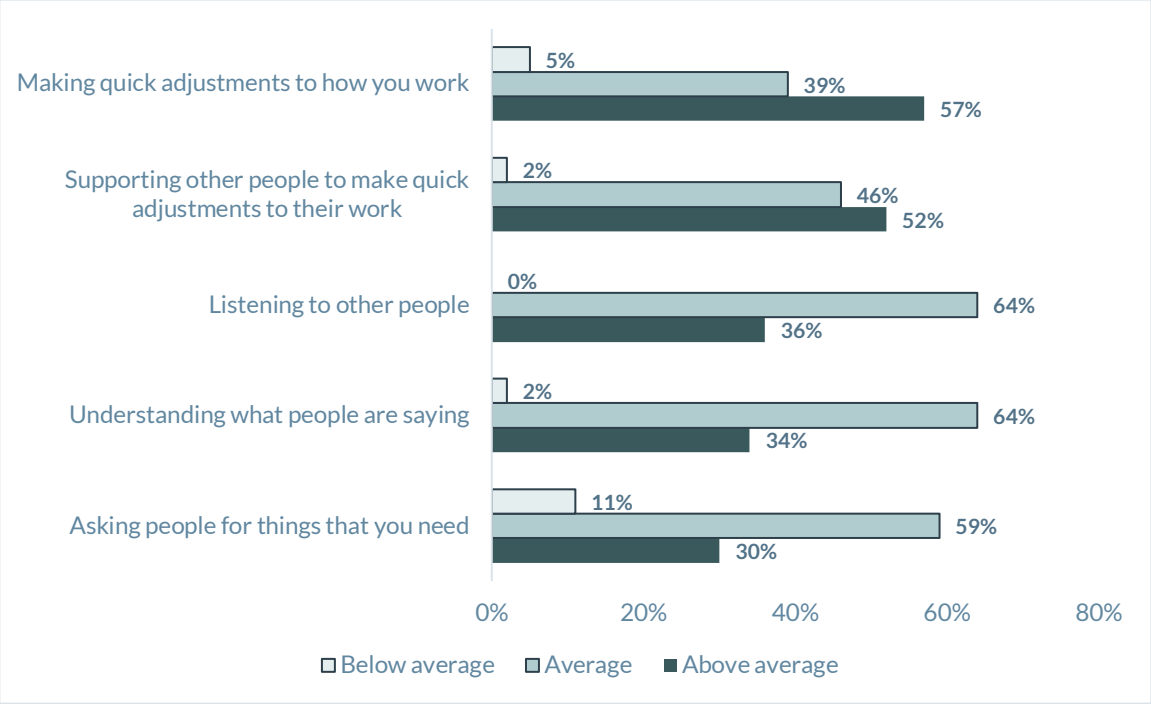
Skill and Experience Level	Percentage of frontline workers
Just getting started – still lots to learn	12%
Good at some things – could improve in some areas	31%
Very good – just need some touch ups in a few areas	54%
Don't really know – never really thought about this before	4%

3.8.1 Self-assessment of overall skills – frontline worker streams

Over half of all frontline workers rate themselves as above average in making quick adjustments to their work (57%) and supporting others in making quick adjustments to their work (52%). All frontline workers and new hire/seasonal workers consider their skills in listening to others as either above average or average. Slightly lower, 89% of this group

consider themselves either average or above average at asking people for things they need.

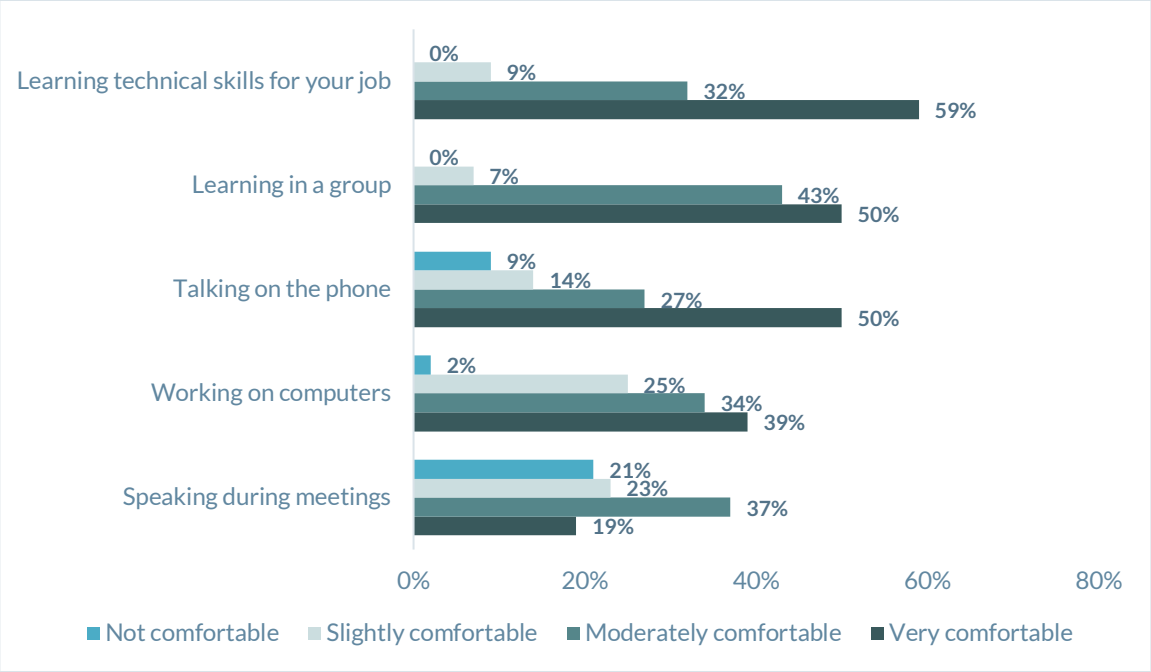
Figure 22: Self-assessment of skill levels – frontline worker streams



3.8.2 Self-assessed comfort level with work situations – frontline worker streams

As illustrated in Figure 23, participants are slightly less comfortable with some work situations, especially speaking during meetings, talking on the phone, and working on computers. Approximately one in five (21%) are not comfortable speaking during meetings and one in ten (9%) are not comfortable talking on the phone. Participants report being much more comfortable learning in a group and learning technical skills for their job.

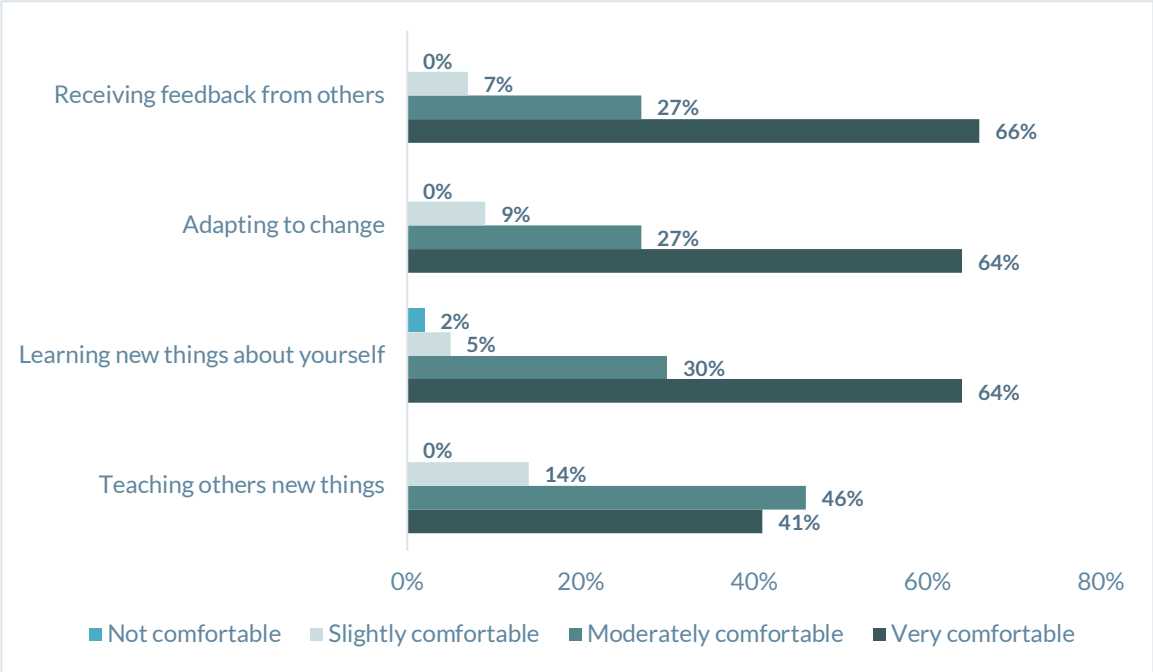
Figure 23: Self-assessed comfort level with work situations – frontline worker streams



3.8.3 Self-assessed comfort with self-learning/adaptation – frontline worker streams

Overall, participants reported being moderately or very comfortable in situations involving learning new things about themselves, adapting to change, and receiving feedback from others (see Figure 24). The one area that participants reported feeling less comfortable was when teaching others new things. This might be a consideration for employers that rely on job-shadowing and colleague coaching as training and onboarding techniques.

Figure 24: Self-assessed comfort level with self-learning and adaptation – frontline worker streams



4.0 STAC Program Delivery and Implementation

The STAC Program is being implemented as a pilot project and represents the initial attempt by FPSC to develop and implement an extensive curriculum tailored for supervisors and frontline workers that aligns directly with the industry validated LRF. The other new component for the pilot is the strong focus on social-emotional learning skills (Acahkos Program).

The originally proposed pilot design was developed in Fall 2019, prior to the COVID pandemic. The original design had various in-person facilitation sessions, coaching, and on-site training opportunities. Implementation began just as the pandemic was starting (Spring 2020), so the pilot activities were quickly re-designed to convert all training components to on-line and virtual. This included recruitment, onboarding sessions, and ongoing support meetings with employers. As well, all courses and facilitation sessions have been conducted online to date with participants.

The pilot has benefitted from continuous monitoring and learning that have led to the implementation of various improvements and changes throughout the initial stages of the pilot. Some of these have included:

- Changes to specific course content and developing new courses;
- Extending the timeline for completion of the program so it can better fit with busy seasons and workload peaks;
- Adjusting the participant targets to accommodate the much higher demand for supervisor training;
- Continuous development and upgrading of the employer portal including the capacity for point-in-time progress reporting to include individual participants and cohorts for companies;
- Improvements to communications and information dissemination with employers and participants;
- Adding onboarding video to website portals for busy employees/shift workers to view at their convenience.

Specific lessons learned and identification of promising practices to date for the pilot are included in Section 6.0

4.1 STAC Participant Satisfaction – Supervisor Stream[7]

4.1.1 Overall satisfaction with the STAC program – supervisor stream

Likelihood to recommend STAC

Overall, participants in the supervisor stream expressed high levels of satisfaction with their training and in their likelihood to recommend the STAC Program to other supervisors (Table 9). Nearly two-thirds (64%) indicated that they would be "highly likely" to recommend the STAC Program with and additional 30% indicating that they would be "somewhat likely" to recommend the program. A small proportion (6%) reported that they would "not likely" recommend STAC to other supervisors.

Table 9: Likelihood to recommend STAC - supervisor stream

Likelihood to recommend STAC	Percentage of supervisors
Highly likely	64%
Somewhat likely	30%
Not likely	6%

Overall level of interest in courses

Participants were asked on each semester survey the extent to which the courses for that semester overall were interesting. Across all semesters, supervisors were consistently interested in the courses, ranging from 92% to 95% of participants agreeing that the course content was interesting. Women were more likely to find the courses interesting across all semesters, ranging from 94% to 99%.

Table 10: Level of interest in courses – supervisor stream

	The courses are interesting…	
	Agree	Disagree
Semester 1	92%	8%
Semester 2	95%	5%
Semester 3	94%	6%
Semester 4	92%	8%

Overall learning new things in STAC

Supervisors consistently agreed that they were learning new things across all semesters, ranging from 94% to 96% of participants.

Interestingly, there were no major differences between those with post-secondary experience and those most likely to feel they are learning new things. This suggests that,

[7] For this interim report, we have focused on analysing the satisfaction data for participants in the supervisor stream given their level of participation and progress in the pilot. The final evaluation report will endeavour to include the data for the frontline worker streams.

while some experience with post-secondary experience may be helpful, participants still feel they are learning new things even with prior college or university experience.

Those with more experience with their employer (i.e., over 11 years) were less likely to agree that they are learning new things across all semesters.

Table 11: Level of satisfaction with learning – supervisor stream

	I am learning new things …	
	Agree	Disagree
Semester 1	96%	4%
Semester 2	95%	5%
Semester 3	94%	6%
Semester 4	94%	6%

Overall enjoying participating in the STAC program

Most supervisors agreed that they were enjoying their participation in the program. The consistency in these percentages across semesters here is encouraging. This suggests that participants enjoyed their entire STAC learning experience. Those aged 30-39 years old, however, the least likely to report that they enjoyed participating.

Table 12: Level of enjoyment in STAC – supervisor stream

	I am enjoying participating …	
	Agree	Disagree
Semester 1	89%	11%
Semester 2	93%	7%
Semester 3	90%	10%
Semester 4	91%	9%

4.1.2 Satisfaction with courses – supervisor stream

In this section, highlights only are presented regarding the feedback collected for specific courses.

Interesting course content – supervisor stream

Table 13 below outlines the top three courses according to the proportion of supervisors who found the course content "very interesting" (a.k.a. "top box score"). There are several courses with similar levels of endorsement, ranging from 41% to 46% of supervisors finding the course content "very interesting". The most interesting courses ranged across a number of areas:

- **Social and emotional learning** - *Introduction to Emotional Intelligence* ranked as one of the top courses that supervisors found very interesting, with other SEL courses such as *Empathy at Work* and *Knowing and Handling my Emotions* also receiving high

ratings. These rating suggest that supervisors are finding the SEL course content engaging.

- **Technical skills and knowledge** – The supervisors also rated *Introduction* to *Quality Assurance and Quality Control* as very interesting, although there was a relatively high proportion who were at the other extreme of rating the course at not interesting.
- **Essential and Supervisory skills**: - *Respectful Workplace* and *Supervise Employee Performance* received high rankings on interesting course content.

Table 13: Top ranked courses - "very interesting" – supervisor stream

Course name	*How interesting did you find the content of the course?*		
	Very interesting	Interesting	Not interesting
SOCIAL AND EMOTIONAL LEARNING			
Introduction to Emotional Intelligence	46%	48%	6%
Empathy at Work	41%	56%	3%
Knowing and Handling my Emotions	41%	54%	5%
TECHNICAL FOOD SKILLS			
Introduction to Quality Assurance and Quality Control	46%	38%	16%
ESSENTIAL SKILLS/SUPERVISORY SKILLS			
Respectful Workplace	45%	50%	5%
Supervise Employee Performance	45%	46%	10%

Group Spotlight
Supervisors aged 55 years and older

Those aged 55 years and older were the group most likely to find the Semester 1 courses interesting. For example, 100% of this group found the *Numeracy* course either very interesting or interesting, compared to only 78% of those aged 15-29. It is also interesting to note that much of the course content was new for this group, suggesting that even though these supervisors may not have been familiar with all of the courses, they were consistently enjoying participating. In courses where they may not have considered a lot of the material applicable for their current job, their interest in the course was still high. The *Introduction to Emotional Intelligence* course is a good example: close to 10% of this group found that not much of the course material would be useful for their job and 18% found this course difficult yet 95% found the content interesting.

Useful course content for current job – supervisor stream

Supervisors found many of the courses useful for their current job and the top three courses range from 48% to 54% of supervisors finding the content "very useful" (see Table

14). These top courses are also applicable to a variety of sub-sectors and positions, such *as Oral Communications*, *Interpersonal Relationships for Workplace Success*, and *Allergens Level 1*.

Table 14: Top ranked courses - "very useful" – supervisor stream

Course name	*How much did you learn that will be useful for your current job?*		
	A lot	Some	Not much
ESSENTIALS SKILLS			
Oral Communications	54%	42%	4%
SOCIAL AND EMOTIONAL LEARNING			
Introduction to Emotional Intelligence	50%	46%	4%
Interpersonal Relationships for Workplace Success	48%	48%	5%
TECHNICAL FOOD SKILLS			
Allergens Level 1	50%	50%	0%

New course content – supervisor stream

Most supervisors found that the courses that focused on developing and improving supervisory skills presented higher levels of new content (Table 15). One third (33%) of supervisors found most of the content in *Food Safety Culture for Supervisors and Managers* and *Introduction to Preventative Control Plans* new.

Approximately one-quarter of supervisors (26%) found most of the content in *Supervise Employee Performance* new which matches the proportion of supervisors who noted in their baseline survey that they were just getting started in their role and had lots to learn. This is reflected in that some of the top courses here are focused on supervisor-related training, which presented material that was mostly new for participants. These could be considered as some of the core courses for supervisor-specific training.

Almost 30% of supervisors found most of the content in *Introduction to Emotional Intelligence* new and it is interesting to note that this was also a course that saw high levels of participant satisfaction in terms of how useful the course will be for their current job. Even though participants were encountering new concepts and new material, they considered the course content useful.

Table 15: Top ranked courses - "new content" – supervisor stream

Course name	*How much of the course content was new for you?* Most was new	Some was new	Not much was new
SUPERVISORY SKILLS			
Food Safety Culture for Supervisors and Managers	33%	58%	9%
Introduction to Preventative Control Plans	33%	53%	14%
Supervise Employee Performance	26%	68%	7%
SOCIAL AND EMOTIONAL LEARNING			
Introduction to Emotional Intelligence	29%	65%	7%
TECHNICAL FOOD SKILLS			
Sanitation Level 1	26%	55%	20%

Areas for course improvement – supervisor stream

Supervisors were consistent in their criticism of the *Numeracy* course, ranking it the top course that was not interesting (32% of supervisors) and the top course that would not be useful in their current job (23% of supervisors). Open-ended participant feedback indicated that the components of the course were too complicated, and several explained that using "old school math" techniques for determining calculations would have been easier. The course was also quite long (six hours), and many found it difficult to retain such a large amount of detailed material. Several course comments from supervisors are included below:

- *Make this an elective course, most of the concepts are grade school level math so it should just be optional for those who may have struggled with or missed out on learning it*
- *Old school math is way easier and less round-about*
- *To [sic] long, lost interest half way through*
- *It felt like taking junior high math again*
- *289 slides was way too much*

There were also a few technical issues in Cohort 1 in which participants pointed out modules that had incorrect numerical calculations in their examples or in the quiz questions. These have since been resolved.

Canadian Workplace Cultures was another course that was not always popular with supervisors. Approximately one-third (31%) of supervisors indicated that most of the course content was not new for them and a sizeable proportion (16%) found that not much of the material would be useful for their current job. A few of the main open comments about this course are outlined below:

- *As someone who was born and raised in Canada these topics are taught in grade school or are picked up from being a member of Canadian Society. I think this should be moved to an elective for those who are new to Canada and haven't learned what those who were born here have.*
- *Cultures are complicated. I'm not sure I could suggest anything as I struggle finding common ground with this.*
- *Higher coverage or focus on workplace culture and not a focus on Canadian culture alone - focusing on one country makes it seem as though people should change who they are to fit into Canada - this isn't true.*
- *I am Canadian a lot of this stuff is what we learned in school, make it more age appropriate*
- *I found this course pretty basic and boring. I knew most of the information and I'm not sure how it applies to my job or the supervisor training.*
- *I think the information in the course is excellent for now comers [sic] to Canada. It's a great way to learn the basis of workplace culture in Canada.*
- *It appears to be fabricated for new Canadians. It was just a check the box exercise for me.*

Feedback from the surveys highlights that supervisors found much of the course content to be most applicable to those new to Canada and was perhaps less relevant for their day-to-day tasks.

Introduction to Preventative Control Plans was another course that received a relatively high level of dissatisfaction. Almost one quarter of supervisors indicated that this course was not interesting and many of the survey responses outlined that the course was very long.

- *Another course that was very long, smaller course I personally found have been easier to follow and remember.*
- *I think this course would have been better cut into two separate courses. A part 1 and part 2 may have made it seem a little less daunting and might have helped me overcome the mental block to complete it.*
- *Too long, hard to stay focused because of the length*
- *Way to [sic] long of a course must of the materiel cover is far above what is needed in many factories unless you are upper management*
- *Waste of time*

The course requires an estimated nine hours of time to complete. It was originally part of the Semester 1 courses but was later moved to Semester 4 in Fall 2021. The STAC management team acknowledged that this was a long course and could seem daunting for participants to complete so early in the program.

Satisfaction with Acahkos webinars

[*Data not available at the time of this report, to be added to the Fall Report*]

4.1.3 Satisfaction with technical implementation – supervisor stream

Ease of use of the Learning Management System

The first cohort of the STAC program (launched March 29, 2021) included only the supervisor learning stream so this was the first group to test out the functionality of the online learning management system (LMS). During this first semester, approximately on in ten (9%) of participants disagreed that the LMS was easy to use. As expected, those aged 55 years and older was the group that struggled the most (14% found it difficult to use) – this is the same proportion that reported on their baseline survey that they were uncomfortable working on computers. Interestingly, older participants were not the only group that struggled with the LMS, as similar proportions (12%) of those in the youngest age group (15-29) also reported that they found the interface difficult to use. To compare, none of those aged 15-29 years old reported not being comfortable working on computers.

Those without post-secondary experience also seemed to struggle and were twice as likely to have a difficult time with the LMS as compared to those with post-secondary experience. Online college and university classes, especially those during the pandemic, could have provided an advantage for participants with post-secondary experience and used to navigating learning management systems and interfaces.

The second semester for Cohort 1 launched 30 days later, and by this time, there was a notable improvement in the proportion of participants reporting having trouble using the LMS. Participants seem to have caught on quickly and only 2% of participants in Semester 2 reported that the LMS was difficult to use. Looking at those aged 55 years and older, only 5% of participants in this age group reported difficulties compared to 14% in Semester 1.

Technical difficulties with the Learning Management System

Approximately one-third (35%) of supervisors reported experiencing technical difficulties using the LMS during the first semester. Those most likely to indicate that they had technical difficulties with the LMS were supervisors aged 40-54 years (47%), compared to those aged 55 years and older (18%) and those aged 15-29 years (21%).

Some of these technical difficulties were related to the function of the LMS interface and were discussed during employer interviews. A complete overview of these interviews is outlined in Section 4.2. Feedback during employer interviews expressed that most participants were satisfied with the speed at which technical issues were resolved.

Computer skill level required for Learning Management System

Essentially all supervisors were satisfied with the level of computer skills required to work on the LMS with levels ranging from 98% to 100% across the semesters. This high rate of consistent satisfaction suggests that the courses and the LMS were easy to navigate, and participants felt comfortable using the technology. This is an especially positive result considering that 17% of supervisors either only slightly comfortable or not at all comfortable working on computers before starting their STAC training.

4.2 Employer Satisfaction

For this interim report, the evaluation team conducted interviews with 19 participating employers. These interviews were conducted using a semi-structured interview guide and on average were approximately 30 minutes in duration. Interviews were conducted either over by telephone or using an online meeting platform. The interviews were held with the individual identified as the main employer contact or the alternate employer contact for those employers that had started participating early in the implementation phase and had participants that had progressed through the program. The section below identifies the main program benefits, along with the facilitating factors and challenges associated with participating. These findings should be considered preliminary, with the final evaluation report presenting data from additional employer interviews.

4.2.1 Main benefits of participating in STAC

The STAC program addresses a gap in available upper-level training for supervisors and other managers. It's focus on both food-related training and components of social and emotional learning has been identified as a key advantage in teaching new topics while also reinforcing participant's existing training. Preliminary feedback from employers has indicated that participants are able to use their STAC training on the production floor and are actively participating in discussions about improving company systems and processes.

Filling training gaps

Employer feedback on the STAC program content is still in the preliminary stages as some employers had limited feedback from their participants who were just beginning their courses. Overall, feedback to date has been positive. Among companies of all sizes, the STAC Program continues to fill a major training gap. Employers have consistently indicated that STAC has helped address a lack of available upper-level training for supervisors and other managers. In addition, STAC has an advantage in that it incorporates food content training and leadership training for both supervisors and frontline workers. This is especially useful since leadership training tends to focus on upper management or C-suite participants rather than workers on the production floor. Employer interviews revealed that some employers have been in need of frontline and supervisor training, "…it's always been an item we've been wanting to address…. this aligns quite closely with that we've been wanting to do." It has also been a good fit for training supervisors new to their role, eliminating the burden on upper management to train these workers themselves. STAC has also been beneficial for smaller companies or companies relatively new to large-scale production and manufacturing. For one employer, STAC has been "a perfect program for what [they're] doing, especially because food manufacturing is new for [them]."

Because STAC is available for several learning streams (supervisors, frontline workers (high school and non-high school), and new hires/seasonal workers), employers have identified STAC as an opportunity to help define roles and develop career pathways for both frontline employees and supervisors.

Employers have also noted the importance of the STAC program in improving and reinforcing prior employee training. One employer noted that some of their participants have recognized that they have had this training before "but when you have someone from outside teaching it, it's reinforced so much more."

Improving food safety knowledge

STAC's food-related courses gained particular praise from employers who thought the content was concise, of good quality, and at the appropriate level of difficulty for participants. Employers explained that STAC has been an opportunity to develop and improve their company's knowledge in food safety and quality assurance/quality control (QA/QC). The available courses provided a solid foundation for participants to also help develop and improve existing company systems, especially those focused on food safety. Participant survey feedback, for example, from the *Food Spoilage and Food Safety* course highlights that the material is clearly presented and "is very good for someone with little or no experience in food safety." One employer emphasized the advantage of the STAC course videos in learning about food safety systems. Demonstrating these systems at work in other manufacturing facilities has helped participants learn from seeing the course material in action, which can be especially useful for those working in smaller facilities that may lack fully developed, sophisticated processes. In particular, survey feedback from the *Sanitation Level 1* course echoes the employer's points, "I love the sanitation video of the meat plant being cleaned. It really gives me some excellent ideas on cleaning and sanitizing to improve our procedures."

Introducing and teaching social and emotional learning

The emphasis on social and emotional learning in STAC has also been an area of interest for employers. Courses focusing on these topics have been an intriguing element for those familiar with emotional intelligence (EI) and for those who may be new to the concept. Several employers have been especially appreciative that STAC trains employees not only in the technical content of food and beverage processing but also in the foundations of a respectful workplace and as "agents of change." One employer in particular emphasized the importance of teaching employees the "etiquette of business," regardless of sub-sector: "Just because you're wearing rubber boots and a hairnet doesn't mean *anything goes*." Employers have also recognized the importance that this training is directed at all workers, not just for those in a corporate leadership setting.

Demonstrating continuous learning

Preliminary interview data from employers is beginning to illustrate how participants have been able to improve both personally and professionally as a result of STAC training. Employers have described improvements in their participant's ability to execute instructions, complete documentation, and expand their vocabulary on processes. A few employers are already starting to see improved gains on the production floor as their participants reach their targets. Participants are also referencing and applying their STAC training, joining in discussions about implementing changes to the production line, for example. Several employers noted their participants bringing up their STAC training in these discussions, saying "We learned this during one of our courses."

Employers also explained that conversations around emotional intelligence are also happening. Workers are beginning to think about EI components in the workplace and employers have noticed an increased use of workers' soft skills.

Several employers also noted positive changes in their participant's confidence and sense of self. By enrolling in the STAC training, employers have noticed that participants feel the company cares and wants to invest in them. In particular, supervisors (especially those new to the position) are starting to see themselves as equal with other company supervisors and managers. STAC training has also been motivating for those with limited educational experience as employers have noted that participants are demonstrating a sense of empowerment.

Company-wide, some employers feel that STAC has "been helpful to the entire organization" and that employee loyalty to the company has also improved.

Applicability to other sub-sectors and industries

Several employers have also expressed how some components of the STAC program can be applied to other industries. They shared that the social and emotional learning components could be applied to any industry. In addition, food safety and sanitation courses could also be useful for those working in home care. One employer in particular noted the usefulness of these courses for one of their employees who works in home care during their off-season.

4.2.2 Facilitators/contexts that enhance employers' STAC participation

The STAC program continues to provide flexible training options for both employers and participants. Participants are able to complete courses online on their own time and employers have appreciated being given additional time by being moved to later cohorts. Chromebooks provided to employers have been an excellent tool in giving participants access to consistent and reliable technology. Technical support for employers and participants has been responsive and consistent in resolving issues as they arise, and onboarding sessions have given employers a basic overview of program components. Finally, the ability to participate in STAC training free of charge has been a motivating factor in many employers' decision to enrol participants. This has been especially useful for smaller companies who may lack the resources and capacity to offer this training on their own.

STAC onboarding sessions

Employer feedback about the onboarding and orientation sessions is relatively limited to date. Many of the employers either did not attend an onboarding session or could not remember. Interviews were conducted in September 2021, and then resumed in December 2021- February 2022. Some employers may have attended an orientation session when the STAC Program first launched and therefore did not have much detail to share about the content.

For those that did attend either the live onboarding session or a Zoom recording, feedback has been positive overall. Employers noted that the amount of information presented was

appropriate and that is presented a good overview of what to expect. One employer suggested that the material presented may be most useful for those newer to an HR role in the company rather than those quite experienced in the role.

Cost

The opportunity to access STAC training free of charge has been a consistent draw for employers of all sizes. This is especially true for small and medium-sized companies who would not have had the capacity or resources to offer this training otherwise. Employers have also expressed support for STAC supervisor training to be offered for an additional length of time past the pilot program limit. One large employer, for example, would like all of their supervisors to be able to participate in the training in the future.

STAC technical support

In all cases, employers were pleased with the responsiveness of the STAC technical support team, and many of the technical issues discussed during the employer interviews have since been resolved. It should also be noted that not all employers received feedback from their participants about technical issues or experienced any technical issues themselves. Many of these issues were explored during employer interviews conducted earlier in the program (September – December 2021) and more recent employer interviews did not reveal many new technical problems.

Employer administrator support

When asked about their monthly time commitment to complete these tasks, all employers noted that this had been manageable so far and limited to a few hours per month, at most.

Several employers also emphasized the need for tools or other resources to help them motivate their participants. Some suggestions included short update videos to help employer administrators to track how far along their participants should be. There was another suggestion to include the number of completed surveys and the number of required surveys left to complete on the employer portal. Several employers noted that they had begun congratulating their students on their STAC program completion based on their employer portal without realizing their participants still had evaluation surveys left to complete. Employers emphasized the importance of having a full, up-to-date picture of their participant progress available thought the portal.

For employers unable to attend a STAC onboarding session or for those requiring some additional support, interviews discussed the need for available video tutorials walking users through the registration and login process. Several employers noted that this could help cut down on the frequency and reliance on email communication with the STAC management team in answering questions and refreshing employers on processes.

Flexible training schedule

The STAC team worked to transition employers into later cohorts to allow their participants more time and a number of employers expressed their appreciation for having been given additional time.

To improve the chances of all participants being able to attend Acahkos webinars, employers have suggested presenting recorded webinars for those unable to attend due to scheduling conflicts. This would limit some participant's ability to engage with the hosts and the activities but may facilitate their ability to attend overall.

Many employers also emphasized the usefulness of receiving Chromebooks for their participants. 71% of companies were provided with Chromebooks to help provide their participants reliable access to a computer. As of January 2022, 208 Chromebooks have been distributed to employers.

This has allowed participants to complete their STAC training outside their regular working hours, increased their access to reliable technology, and in some cases, improved their digital literacy skills. Participant survey feedback noted that most participants completed courses at home, outside of regular working hours. Some employers have also been using the Chromebooks as an incentive for completing the courses; participants who complete the program are in some cases allowed to keep the Chromebook for personal use. Interview feedback has pointed out that this has increased motivation and participation.

4.2.3 Challenges/barriers to employers' participation

Employer feedback noted several technical issues and challenges with the learning management system (LMS) and the STAC courses. All of the STAC courses may not be useful for all employers as several employers noted that some of the courses were not applicable to their sub-sector or industry. Considerable feedback also focused on the challenges with the *Numeracy* course across all learning streams. Scheduling time for participants to attend the Acahkos webinars continues to be a significant roadblock for many employers and has stalled their ability to graduate the program. Reading skills and digital literacy skills are also a barrier for some workers in the sector. Finally, STAC program expectations for both participants and employer administrators are unclear. Interview feedback noted that several employers were unclear about a number of key program components.

Technical challenges

Technical glitches and other delivery issues are to be expected in a pilot program and employers have acknowledged the consistent effort of the STAC program team in resolving these problems. Early interviews highlighted a number of technical difficulties with the online learning management system (LMS). An overview of technical issues reported by employers is outlined below.[8]

[8] The technical feedback in the table below is taken directly from employer interviews. This feedback does not include comments about any technical issues received in the semester surveys from participants. A detailed overview of this feedback is included in section 4.1.

Table 16: Overview of technical issues reported during employer interviews

Area	Description of issue
STAC LMS Introduction module	The STAC LMS introduction video was shown before each module when it should have only been shown once at the beginning of the learning stream. This slowed participant's progress when they were required to skip through this module before beginning a new course.
Audio	Many employers passed along feedback from their participants that they found the robotic-sounding narration quite annoying in several of the courses. Some participants chose to mute the narration and read the text themselves but noted that this may disadvantage those who rely on auditory learning styles.
Course navigation	Two employers noted that the progress arrows or progress bars were not consistently shown across all courses. In some cases, participants were unable to progress to the next slide by clicking on the arrows and had to navigate using the table of contents menu instead. Another participant emphasized the usefulness of seeing the progress bar at the bottom of the module screen and would have liked to see this included consistently across all courses.
Course-specific	Emotional intelligence courses: The slide transitions were quite slow for one of these courses. For example, the text transitions on one slide took approximately 44 seconds to reveal 45 words.
Course exams	Several employers reported issues with exam grades being incorrectly scored towards their participant's final grade. In some cases, participants completed the exam more than once in hopes of resolving this issue.

Additional feedback from interviews also revealed that some employers struggled with the login and registration process. One employer suggested that a refresher session would have been useful because they had additional questions once the program rollout began. Employers from smaller companies were also less likely to use the online employer portal to track their participant's progress. With a smaller number of participants to manage, employers tended to track this on their own. The employer portal seems to be working well for larger employers with more participants but perhaps is too sophisticated for the needs of smaller companies. A few employers with lower levels of experience with computer technology also avoided using the employer portal.

STAC communications

Feedback in the employer interviews is also suggesting that there is some confusion about the STAC participant monthly update emails, especially among employers from smaller companies who are not as familiar with using the employer portal. Some employers may be getting confused in thinking that the participant update emails are associated with the

employer portal. This may explain why some employers seemed unclear about the portal despite indicating that they do use it.

When asked about whether the STAC employer newsletter has been helpful, some employers have indicated that they do not read these emails at all. Their busy schedules and cluttered inbox make it difficult for them to prioritize the time to read the newsletter.

There is limited feedback about the usefulness of the STAC workbooks. Employers are either unclear about whether their participants have been using the workbook or have indicated that their participants prefer to take notes on their own. No employers to date have indicated that the workbooks have been used by participants.

Usefulness of course content

There was some concern from employers in terms of the usefulness and applicability of social and emotional learning for their company. Interviews with a few employers suggested that the material would not be as beneficial for older employees and that these workers could struggle to find the usefulness of the material. In survey feedback, we see that supervisors aged 55 years and older found the course harder than younger participants and approximately 36% of participants from that group found most of the content new for them. However, 96% of all supervisors indicated that at least some of the *Introduction to Emotional Intelligence* course material would be useful for their current job.

Some employers had found that there were a few courses outside of their area of expertise or outside of their sub-sector. This was also reflected in the supervisor stream survey feedback from courses such as *HACCP Essentials*, *Sanitation Level 1*, and *Food Spoilage and Food Safety*. Both employers and participants have noted the difficulties in completing the *Numeracy* course, in particular. A detailed explanation of this feedback can be found in section 4.1. Several employers noted that their participants struggled with the relevancy of the material and the calculations of the specific measurements. This level of math skill was not required in several of the companies interviewed to date and employers emphasized that very few of their employees would require this level of detail in their positions. One employer explained that they would only require their employees to be able to add together two numbers and that "no one needs to know how to do fractions on a piece of paper." Especially for those in the frontline workers non-high school stream, participants would struggle with content that was too advanced for them. This employer also explained that their participant in this stream would likely end up not continuing with the program because they are unable to complete this course.

There were also several comments about examples used in the courses. A few employers agreed with participant feedback concerning the lack of Canadian examples presented in the course material overall. Exploring this further, one employer noted that "you're going to lose this program if you can't make the content more relatable." Other employers stressed the importance of updating the food safety content to align with the Canadian Food Inspection Agency's updates that are now being enforced. As the *Food Spoilage and Food Safety* course stands now, some of the material is out of date. Since employers have

been drawn to the STAC program for its opportunity to help companies develop and improve their food safety processes, this may be an area to address.

Acahkos webinar scheduling

The difficulty attending the mandatory Acahkos webinars continues to be an area for improvement based on employer interviews. Employers have consistently brought up how difficult it has been for participants to attend the webinars, describing the scheduling as a real "roadblock." Production schedules vary by company, and it has proven "impossible" for some employers to permit their participants (both supervisors and frontline workers) to attend sessions during critical shifts. For those working night shifts, employers explained that it was unreasonable to expect these participants to attend a session during their morning time off.

Even for those who signed up for a session, last-minute demands on the production floor can make it difficult for participants to show up as planned. Several Acahkos sessions had to be rescheduled based on low participation numbers. Other Acahkos sessions were cancelled on short notice due to technical difficulties or low registration. Several employers noted that, in these cases, their participants were not informed of the cancellations by email.

Program expectations

Employers also noted that program expectations were not clear for participants. Some were initially unaware of the requirement for Acahkos webinars, for example. In those cases, the employers were unable to attend a STAC onboarding session so this may contribute to some of the confusion around program requirements. Other employers expressed confusion on when and how the evaluation surveys would be administered, signalling perhaps a lack of information about the participant learning streams and the online LMS. There was also mixed feedback from employers about whether the time commitment for each semester's courses was clearly defined. Some expressed that both participants and STAC employer administrators were surprised at the amount of time it was taking to progress through the semesters. Other employers, however, noted that this expectation was clearly outlined in the course descriptions which included the time required to complete the module. There was also some confusion among both employers and participants about the elective courses. Some employers noted that these courses did not apply to their company or to their sub-sector and seem to be unaware that these were optional components of STAC. The *Introduction to Cheesemaking* course was mentioned several times during employer interviews as one of the main courses that was bringing this confusion.

There were similar concerns from some employers that the expectations for their administration tasks were not clearly defined. Some STAC administrators from larger companies expressed some confusion around managing their participant's progress and the mandatory components of the program.

Along with the time commitments required to complete the program, employers also struggled with balancing the heavy workload with their busy season. The food and beverage processing industry is diverse and busy periods can depend on the seasonality of the product and/or the times of year with increased consumer demand.

While the online components of STAC give employers and participants the flexibility to complete courses on their own time, many employers have expressed the difficulty their participants have had in balancing the workload in addition to their daily tasks. One employer noted that "the timing of the launch was probably the worst time it could have been." Employers seemed to struggle either at the front end with the STAC launch or at the back end in trying to wrap up courses and webinars on top of it coinciding with their busy season. Several employers explained that their participants went through a period of inactivity during their busy season and, in some cases, were just beginning to resume their STAC courses.

Reading skills and digital literacy

The level of both digital literacy and reading skills required to complete the STAC program has been identified as a barrier by several employers. One employer explained that some supervisors at their facility that have been with the company for a long time have difficulties reading and writing. Their literacy and digital technology skills would not be at the appropriate level to participate in the program. For these reasons, these supervisors declined to enroll in the program. The employer noted that these supervisors would find the program intimidating, explaining that these workers have required one on one assistance to go through the material for prior company training. Another employer explained that a lack of digital skills has impacted their ability to complete the registration and login process on their own. However, with some assistance, they were able to complete the process and have since noted that their skills have improved as a result of the STAC program. Nevertheless, employers wanted to emphasize that a portion of their workforce are unable to participate in the program due to a lack of these skills.

5.0 Preliminary Outcomes

For the interim evaluation report there are limited data on the anticipated outcomes and impacts for participants, employers and the sector given that graduation from the program has just started in late 2021. The post-intervention measures will be implemented over the upcoming months as follow-up surveys with participants and employers are undertaken to assess areas such as augmented skills, new skills, and increased job satisfaction. Assessment of outcomes and impacts will be the main focus of the final evaluation report.

As of January 2022, there is some limited data at the graduation point from a group of approximately 100 supervisors. This is summarized in the bullet points below.

Overall improvements

- 94% of supervisors responded that participating in STAC training was worthwhile.
- 96% supervisors reported that participating in STAC has contributed to improved job performance

Improvements in leadership and collaboration skills

- 95% of graduating supervisors report that they have learned things in the STAC program that will help make them a better supervisor
- 96% of graduating supervisors report that they have learned things that will help them be a better co-worker.
- Supervisors aged 40-54 years old have been the most satisfied with their improvements so far.

Improvements in food and safety skills

- 94% of graduating supervisors indicate that they are more knowledgeable about the food and beverage industry.
- 92% of graduating supervisors reported that they have learned things that will contribute to food safety in their company
- 97% of graduating supervisors indicate that they have learned things that will contribute to workplace safety.
- Women are most likely to be satisfied with their food and safety learning so far. For example, 96% of women agree that they learned things to contribute to food safety in their company, compared to 86% of men.

Improvements in supervisory skills

- 96% of supervisors indicate that they learned things that will contribute to improving their team's performance.
- 94% report that they learned things that will contribute to increased productivity for the company overall.

Improvements in social emotional skills

- 95% of supervisors report that they learned things about themselves. Women (100%) are slightly more likely than men (89%) to indicate this.
- 89% reported that their self-confidence at work had improved. This is especially true for women (94%), who are more likely than men (82%) to report improvements in their self-confidence. Supervisors aged 55 years and older also reported high levels of improvement in their self-confidence.
- 93% indicated that they learned things that will help them outside of work.

6.0 Preliminary Lessons Learned and Promising Practices

The project and evaluation team have implemented ongoing data collection and monitoring throughout all stages of the STAC pilot to date. Some of the efforts have focused on identifying challenges and opportunities that the team has been building upon to develop further into a suite of lessons learned and promising practices at the conclusion of the project. Many of these once identified have been the ongoing evidence required for the project team to make documented adjustments to the project's design, activities and outputs in the attempt to learn how to increase the outcomes for the project in a continuous learning approach and to apply evaluative thinking within the FPSC project environment.

These ongoing observations and actions by the project team have been compiled within the quarterly and annual reporting for the Future Skills Centre which funds the STAC Pilot. The following are a list of the main points and considerations compiled to date. These will be further developed as learnings for the final evaluation report.

- **Participants' comfort levels with computers–** Early results from the baseline surveys completed by participants in the first cohort of supervisors indicate that there are relatively low levels of comfort with computers and IT. This indicates need for support as learners engage with the program. To address this, onboarding activities for both employers and participating employees were undertaken. As well, IT support through multiple channels (phone, email, messaging) is available on-demand as many participants will be engaging with the system outside of regular office hours. Consider how best to implement an on-line, largely asynchronous training program with learners who express strong preferences for "learning by doing". This can impact course design, use of video, VR opportunities, etc.

- **Group learning activities** – Other preliminary results from the baseline surveys indicate that there is caution among the learners in actively participating in groups. As a result, the interactive webinars planned have been developed in a manner that allows for smaller groups in break out rooms, and task-focused discussions. We will be continuing to monitor participation throughout these webinars and make adjustments or integrate new features where possible to test possible improvements.

- **Training within seasonal industries –** Many of the partner employers are seasonal industries with high production levels within the spring and summer months, while others have particularly busy periods in the fall/holiday periods. We have collected data from partners on their busy periods and adjusted cohort start dates and moved participants between cohorts to adapt to their peak seasons which are less conducive to online learning investments. Progress through the course load according to a monthly semester system has been working for some participants, but not others. When investigating why some participants have slowed down in their progress through courses, many of the reasons were due to requirements for peak season within a

manufacturing environment. As a result, there are options being implemented to extend semesters, or reassign to later cohorts.

- **Balance between structure and flexibility** - The goal of the project is to test the LRF structure so this aspect of the project must be maintained such as selected course that align directly with the LRF components. While the overall structure is important to maintain, flexibility in implementation is possible. What was designed as originally a three-month program can be delivered across a more extended timeline to accommodate other priorities and work requirements.

- **Importance of having easy access to technology and tools** - Feedback to date is that the Chromebooks that have been distributed have made a significant difference for learners and allows them the flexibility to access the courses and content in a flexible, easy manner.

- **Communications, scheduling and follow-up directly with learners can be challenging -** Involving the employer coordinators more frequently in individual learner follow-up, webinar registration, and progress monitoring.

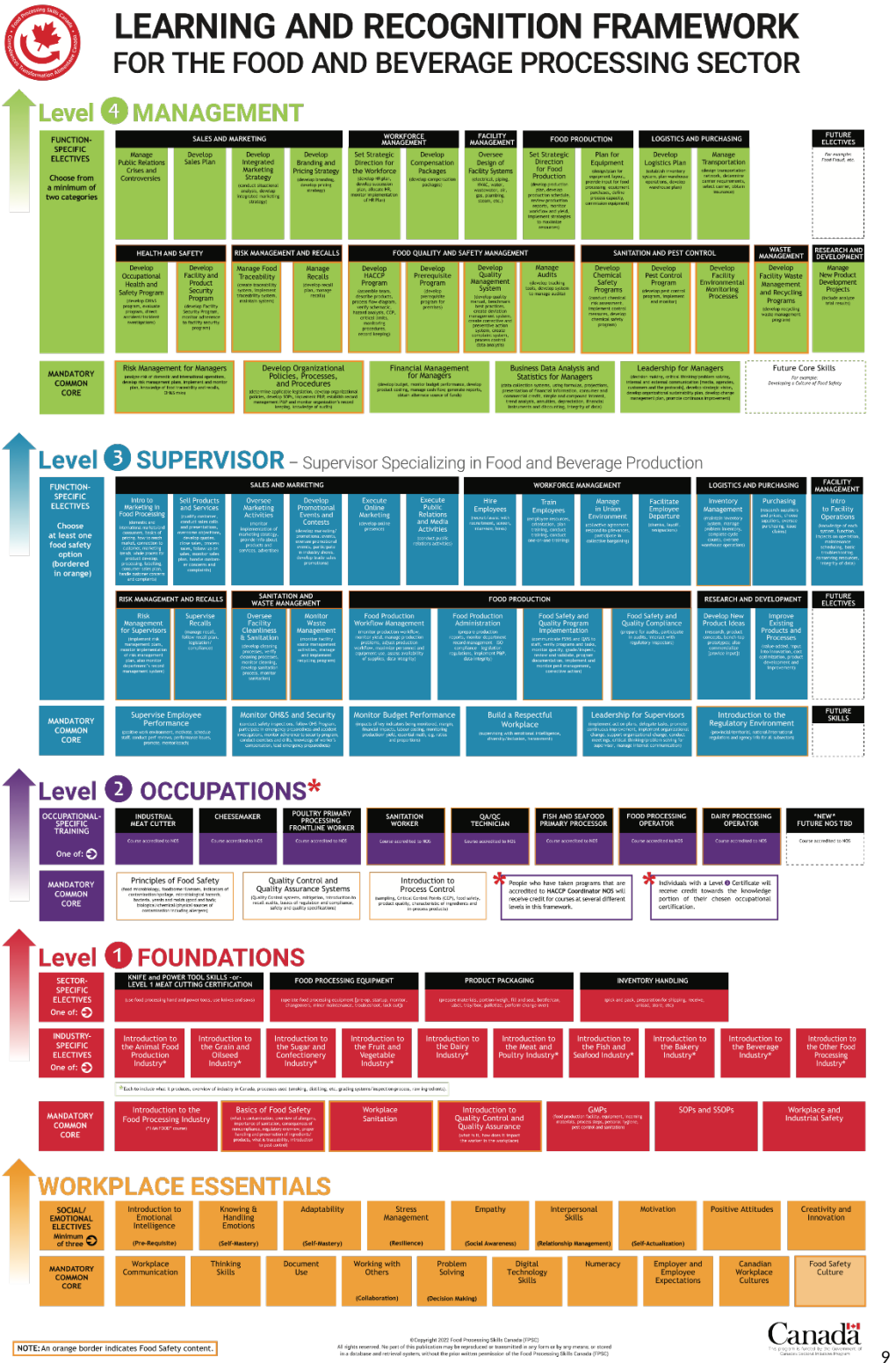
- **Supporting employers during challenging economic and labour times –** One of the most significant learnings to date has been related to how best support employers and participants with training during a challenging time. The context for employers during the project has included ongoing labour shortages, higher rates of absenteeism due to illness or isolating requirements, public health measure impacts on operations, and seasonality demand requirements. Within this context, employers have had to shift priorities and adapt their training agenda accordingly. As a result, the implementation team put considerable effort into ongoing communications with the employers to support any adaptations required (e.g., timelines, switching participants to later cohorts) to ensure continued participation in the pilot. In addition, the development team focused on building and implementing additional progress monitoring tools for employers and participants. These have appeared to have a positive impact on engagement and have encouraged progress within the program.

- **Respecting variation among employers -** Regarding engagement and progress monitoring for employers, there are some considerations that seem related to effectiveness of efforts in this area. There is considerable variation among employers regarding their preferences according to types of information, optimal timing of receiving information, and methods for receiving information. For example, while some employers have indicated strong preferences for having detailed, individual level information by course for their participants, others prefer higher-level summaries. Similarly, some employers prefer to have information sent to them at regular intervals (e.g., weekly email updates), while others prefer to have it available when they chose to access it (e.g., employer portal). Preferred methods for ongoing engagement can be phone calls or meetings for some employers, while other will communicate exclusively with email.

- **Knowing when to pause, analyse and restart -** Although it sounds a little odd, we were most proud of our decision to hit the "pause" button for a 60-day period for starting new cohorts to allow the project team time to regroup and focus on learnings to date and how best to integrate key findings into subsequent cohorts with the aim of improving implementation and anticipated outcomes. Also, it gave the team time to consult more with the participating employers regarding areas for improvement and increase our understanding of contextual factors and considerations for design for the project. With an over-emphasis on implementation, pilot projects can quickly focus only on meeting targets ultimately negatively impacting the "pilot" or learning part of the research. Due to the high demand for the STAC training, we have some luxury in being able to "hit pause and learn" while also having a strong likelihood of meeting targets. We are pleased to report the feedback from employers on the program delivery was highly positive and came with supportive testimonials. It brings us great joy to see investment and buy-in from employers who are incentivizing employees such as paying staff during off hours to take courses at home, or offering program completion bonuses.

APPENDICES

APPENDIX A – FPSC Learning Recognition Framework



[9] Food Processing Skills Canada. (n.d.). Learning & Recognition Framework. https://fpsc-ctac.com/lrf/

APPENDIX B – STAC Course List by Stream and Semester

Course List by Semester - Supervisor Stream

Course name	Length (hrs)
SEMESTER 1	
Introduction to Emotional Intelligence	2
Numeracy	6
Oral Communications	2
Thinking Skills	2
SEMESTER 1 TOTAL	***12***
SEMESTER 2	
Adaptability in the Workplace	2
Allergens Level 1	2
Canadian Workplace Cultures	2
Empathy at Work	2
Food Spoilage & Food Safety	4
I AM FOOD	5
Interpersonal Relationships for Workplace Success	1
Knowing and Handling my Emotions	2
Sanitation Level 1	2
SEMESTER 2 TOTAL	***22***
SEMESTER 3	
Basics of Standard Operating Procedures (SOPs) and Sanitation Standard Operating Procedures (SSOPs)	1
Good Manufacturing Practices (GMPs)	2
HACCP Essentials	5
Introduction to Quality Assurance and Quality Control	1
Lock Out Tag Out	1
Workplace & Industrial Safety	1
SEMESTER 3 TOTAL	***11***
SEMESTER 4	
Build a Respectful Workplace	3
Food Safety Culture for Supervisors & Managers	4
Introduction to Preventative Control Plans	9
Supervise Employee Performance	1
SEMESTER 4 TOTAL	***17***
TOTAL TRAINING HOURS	***62***

Course List by Semester - Frontline Workers (HS) Stream

Course name	Length (hrs)
SEMESTER 1	
Building Personal Resilience: Managing your Stress	4
Food Safety Culture & You!	2
Introduction to Emotional Intelligence	2
Numeracy	6
Thinking Skills	2
SEMESTER 1 TOTAL	***16***
SEMESTER 2	
Adaptability in the Workplace	2
Allergens Level 1	2
Empathy at Work	2
Food Spoilage & Food Safety	4
I AM FOOD	5
Interpersonal Relationships for Workplace Success	1
Knowing and Handling my Emotions	2
Sanitation Level 1	2
SEMESTER 2 TOTAL	***20***
SEMESTER 3	
Basics of Standard Operating Procedures (SOPs) and Sanitation Standard Operating Procedures (SSOPs)	1
Distribution Warehouse Food Safety	4
Good Manufacturing Practices (GMPs)	2
HACCP Essentials	5
Introduction to Quality Assurance and Quality Control	2.5
Lock Out Tag Out	1
Workplace & Industrial Safety	1
SEMESTER 3 TOTAL	***16.5***
TOTAL TRAINING HOURS	***52.5***

Course List by Semester - Frontline (NHS) Stream

Course name	Length (hrs)
SEMESTER 1	
Building Personal Resilience: Managing your Stress	4
Digital Technology	3
Document Use	3
Employer & Employee Expectations	2
Food Safety Culture & You!	2
Introduction to Emotional Intelligence	2
Numeracy	6
Oral Communications	2
Thinking Skills	2
Working with Others	2
SEMESTER 1 TOTAL	***28***
SEMESTER 2	
Adaptability in the Workplace	2
Allergens Level 1	2
Canadian Workplace Cultures	2
Empathy at Work	2
Food Spoilage & Food Safety	4
I AM FOOD	5
Interpersonal Relationships for Workplace Success	1
Knowing and Handling my Emotions	2
Sanitation Level 1	2
SEMESTER 2 TOTAL	***22***
SEMESTER 3	
Basics of Standard Operating Procedures (SOPs) and Sanitation Standard Operating Procedures (SSOPs)	1
Distribution Warehouse Food Safety	4
Good Manufacturing Practices (GMPs)	2
HACCP Essentials	5
Introduction to Quality Assurance and Quality Control	2.5
Lock Out Tag Out	1
Workplace & Industrial Safety	1
SEMESTER 3 TOTAL	***16.5***
TOTAL TRAINING HOURS	***66.5***

Course List by Semester - Seasonal & New Hires Stream

Course Name	Length (hrs)
SEMESTER 1	
Building Personal Resilience: Managing your Stress	4
Digital Technology	3
Document Use	3
Employer & Employee Expectations	2
Food Safety Culture & You!	2
Introduction to Emotional Intelligence	2
Numeracy	6
Oral Communications	2
Thinking Skills	2
Working with Others	2
SEMETER 1 TOTAL	***28***
SEMESTER 2	
Adaptability in the Workplace	2
Allergens Level 1	2
Canadian Workplace Cultures	2
Empathy at Work	2
Food Spoilage & Food Safety	4
HACCP Fundamentals	3
I AM FOOD	5
Knowing and Handling my Emotions	2
Sanitation Level 1	2
SEMESTER 2 TOTAL	***24***
SEMESTER 3	
Good Manufacturing Practices (GMPs)	2
Lock Out Tag Out	1
Workplace & Industrial Safety	1
SEMESTER 3 TOTAL	*4*
TOTAL TRAINING HOURS	***56***

APPENDIX C – Individual Course Ratings

All STAC participants were asked a series of questions about each of their semester courses as part of their semester surveys. Each participant was asked to rate their thoughts for the following questions:

1. ***How interesting did you find the course?***
   - *Very interesting*
   - *Interesting*
   - *Not interesting*
2. ***How did you find the content of the course?***
   - *Most was new for me*
   - *Some was new for me*
   - *Most was NOT new for me*
3. ***How much did you learn from this course that will be useful for your current job?***
   - *A lot*
   - *Some*
   - *Not much*

The table below presents the data collected from participants who responded to the semester surveys as of January 26, 2022.

			How interesting did you find the course …			*How did you find the content of the course …*			*How much did you learn that will be useful for your current job …*		
Stream	**Sem**	**Course name**	**Very interesting**	**Interesting**	**Not interesting**	**Most was new**	**Some was new**	**Most was NOT new**	**A lot**	**Some**	**Not much**
Frontline HS	2	Adaptability in the Workplace	48%	48%	5%	10%	81%	10%	48%	48%	5%
Supervisors	2	Adaptability in the Workplace	34%	60%	6%	13%	78%	8%	43%	53%	4%
Frontline HS	2	Allergens Level 1	38%	57%	5%	25%	65%	10%	40%	55%	5%
Supervisors	2	Allergens Level 1	37%	61%	2%	24%	56%	20%	50%	50%	0%

			How interesting did you find the course …			*How did you find the content of the course …*			*How much did you learn that will be useful for your current job …*		
Stream	**Sem**	**Course name**	**Very interesting**	**Interesting**	**Not interesting**	**Most was new**	**Some was new**	**Most was NOT new**	**A lot**	**Some**	**Not much**
Frontline HS	3	Basics of SOPs and SSOPs	8%	83%	8%	83%	17%	0%	42%	42%	17%
Frontline HS	1	Building Personal Resilience	43%	57%	0%	14%	71%	14%	86%	14%	0%
Supervisors	2	Canadian Workplace Cultures	36%	49%	15%	15%	55%	31%	39%	46%	16%
Frontline HS	3	Distribution and Warehouse Food Safety	29%	57%	14%	21%	64%	14%	36%	50%	14%
Frontline HS	2	Empathy at Work	38%	57%	5%	10%	81%	10%	38%	52%	10%
Supervisors	2	Empathy at Work	41%	56%	3%	16%	73%	11%	47%	51%	3%
Frontline HS	1	Food Safety Culture and You!	36%	61%	3%	26%	58%	16%	52%	39%	10%
Supervisors	4	Food Safety Culture for Supervisors and Managers	22%	58%	20%	33%	58%	9%	40%	44%	16%
Frontline HS	2	Food Spoilage and Food Safety	43%	52%	5%	19%	67%	14%	29%	67%	5%
Supervisors	2	Food Spoilage and Food Safety	39%	58%	3%	23%	66%	11%	38%	55%	7%
Frontline HS	3	Good Manufacturing Practices (GMPs)	27%	67%	7%	87%	13%	0%	29%	57%	14%
Supervisors	3	Good Manufacturing Practices (GMPs)	32%	57%	11%	15%	64%	21%	38%	53%	10%

			How interesting did you find the course …			*How did you find the content of the course …*			*How much did you learn that will be useful for your current job …*		
Stream	**Sem**	**Course name**	**Very interesting**	**Interesting**	**Not interesting**	**Most was new**	**Some was new**	**Most was NOT new**	**A lot**	**Some**	**Not much**
Frontline HS	3	HACCP Essentials	36%	36%	29%	14%	71%	14%	29%	57%	14%
Supervisors	3	HACCP Essentials	33%	55%	12%	22%	62%	16%	37%	57%	5%
Frontline HS	2	I AM FOOD	29%	67%	5%	19%	71%	10%	29%	67%	5%
Supervisors	2	I AM FOOD	27%	67%	6%	23%	69%	8%	33%	60%	7%
Frontline HS	2	Interpersonal Relationships for Workplace Success	33%	62%	5%	10%	81%	10%	33%	52%	14%
Supervisors	2	Interpersonal Relationships for Workplace Success	40%	55%	5%	16%	76%	8%	48%	48%	5%
Supervisors	4	Intro to Preventative Control Plans	28%	49%	23%	33%	53%	14%	32%	55%	13%
Frontline HS	1	Introduction to Emotional Intelligence	71%	26%	3%	29%	55%	16%	61%	36%	3%
Supervisors	1	Introduction to Emotional Intelligence	46%	48%	6%	29%	65%	7%	50%	46%	4%
Supervisors	3	Introduction to QA/QC	46%	38%	16%	22%	60%	18%	44%	42%	15%
Frontline HS	3	Introduction to QA/QC	56%	33%	11%	22%	56%	22%	56%	33%	11%

			How interesting did you find the course …			*How did you find the content of the course …*			*How much did you learn that will be useful for your current job …*		
Stream	**Sem**	**Course name**	**Very interesting**	**Interesting**	**Not interesting**	**Most was new**	**Some was new**	**Most was NOT new**	**A lot**	**Some**	**Not much**
Frontline HS	2	Knowing and Handling my Emotions	50%	43%	7%	14%	71%	14%	64%	21%	14%
Supervisors	2	Knowing and Handling my Emotions	41%	54%	5%	16%	71%	13%	45%	50%	5%
Supervisors	3	Lock out Tag Out	34%	56%	10%	23%	52%	26%	32%	53%	15%
Frontline HS	3	Lock out Tag Out	43%	50%	7%	71%	14%	14%	29%	50%	21%
Supervisors	1	Numeracy	22%	47%	32%	14%	48%	38%	25%	52%	23%
Frontline HS	1	Numeracy	30%	61%	8%	26%	39%	35%	35%	57%	9%
Supervisors	1	Oral Communications	31%	66%	3%	13%	72%	15%	54%	42%	4%
Supervisors	4	Respectful Workplace	45%	50%	5%	8%	73%	19%	45%	50%	5%
Supervisors	2	Sanitation Level 1	39%	54%	7%	26%	55%	20%	39%	50%	10%
Frontline HS	2	Sanitation Level 1	40%	55%	5%	5%	80%	15%	50%	45%	5%
Supervisors	3	SOPs and SSOPs	37%	52%	12%	19%	54%	27%	37%	47%	16%
Supervisors	4	Supervise Employee Performance	45%	46%	10%	26%	68%	7%	46%	45%	10%
Frontline HS	1	Thinking Skills	47%	47%	6%	3%	81%	16%	56%	41%	3%
Supervisors	1	Thinking Skills	30%	65%	5%	25%	65%	10%	47%	50%	3%
Frontline HS	3	Workplace and Industrial Safety	21%	71%	7%	7%	86%	7%	29%	64%	7%
Supervisors	3	Workplace and Industrial Safety	37%	52%	10%	9%	66%	25%	33%	59%	8%

APPENDIX D – STAC Program Course Descriptions

STAC Program Course Descriptions (as of January 26, 2022)

Course name	Course description	Stream			
		New Hires/ Seasonal	Frontline Workers HS	Frontline Workers NHS	Supervisors
Adaptability in the Workplace	The future of work will involve more human interaction. This will demand from us the ability to interact more effectively and intuitively with consumers. This also means organizations and the workforce must move away from fixed, predictable and rigid ways of working and become highly adaptable, flexible, innovative and solution oriented. People who are adaptable and flexible are able to modify their old ways of thinking and courses of action to meet unexpected circumstances, while driving high performance. They are also able to change their work style to take advantage of new technologies or methods, which drive continuous learning and innovation. The purpose of this course is to equip you with the knowledge, skills, and tools to become more adaptable in the workplace and in life.	x	x	x	x
Allergens Level 1	This course covers the priority list of allergens in Canada as well as sulphites and gluten sources. Participants will be able to identify the sources and describe the best practices and regulations to prevent allergens related food safety incidents.	x	x	x	x
Basics of Standard Operating Procedures (SOPs) and Sanitation Standard Operating Procedures (SSOPs)	This course covers the background and understanding of what a standard operating procedure and sanitation standard operating procedure are. Participants will be able to learn and identify how these are set up and why they are important to the food industry. This course is applicable to all industry personnel in a food processing plant: owners, supervisors, production personnel, sanitation team, labelling and packaging, plant manager, health and safety team, food safety team, etc.		x	x	x

Course name	Course description	Stream			
		New Hires/ Seasonal	Frontline Workers HS	Frontline Workers NHS	Supervisors
Build a Respectful Workplace	The purpose of this Respectful Workplace course is to help all levels of employees understand their personal responsibility for the creation of a respectful work environment, why this is beneficial to themselves and others, how to identify and respond to disrespectful behaviours, and how they can contribute to respect in the workplace through their personal actions and behaviours.				x
Building Personal Resilience: Managing your Stress	The purpose of this Building Personal Resilience course is to provide employees with information, guidance, and tips on how to build their personal resilience in order to better manage stress, more effectively deal with challenging and adverse situations, and learn and apply strategies that improve their current and future life.	x	x	x	
Canadian Workplace Cultures	After completing Canadian Workplace Cultures, you will be able to identify basic Canadian facts, identify appropriate etiquette in the Canadian workplace, identify qualities employers expect in the workplace, identify stages, symptoms and solutions of culture shock. By using what you have learned in this course, you will enhance your skills as a partner or team player in the workplace.	x	x	x	x
Digital Technology	Digital technology involves using digital tools and software; applying security measures to protect hardware, software and personal data; and understanding and using digital information. • Workplace skills training leads to working efficiently, being able to change and adapt, and being creative • Digital technology requires you to use other essential skills, such as problem solving, document use, numeracy and reading. • Critical thinking is very important when using digital technology and understanding digital information.	x		x	

Course name	Course description	Stream			
		New Hires/ Seasonal	Frontline Workers HS	Frontline Workers NHS	Supervisors
Distribution Warehouse Food Safety	This course provides guidelines on food safety procedures and responsibilities for workers in distribution systems and warehouse facilities. Allergen control, contamination, food security, traceability practices and individual roles are examined. The warehouse and distribution systems are often overlooked as the first line of defence in a manufacturing facility.		x	x	
Document Use	This course provides guidelines for managing documents, using documents to communicate within an organization, using e-mail, using documents to find information, developing graphs and tables, and maintaining personnel files.	x		x	
Empathy at Work	One of the key insights from emotional intelligence and research on successful people is that our own personal happiness depends heavily on our relationships with others. By tuning into the needs of other people, we enhance our own emotional well-being and physical health. This is also true in the workplace as people who are empathetic, and who foster trust and cooperative relationships are more likely to be engaged, productive and satisfied with their jobs. As a result, organizations can realize greater employee and customer loyalty and retention. Empathy is also the key to creating a meaningful life and making a real difference within and beyond the workplace. This is because empathy is a transferable skill that empowers us to do the right thing for others not only at work but also in our communities. The purpose of this course is to equip you with the knowledge, skills, and strategies to develop and employ empathy at work, which will help you cultivate better relationships and contribute to creating a more productive, inclusive, and satisfying modern workplace.	x	x	x	x

Course name	Course description	Stream			
		New Hires/ Seasonal	Frontline Workers HS	Frontline Workers NHS	Supervisors
Employer & Employee Expectations	Workplace expectations differ in every country. Canadian workplace culture expects individuals to be competent in speaking, listening and socializing with other people; to know the etiquette of working harmoniously with co-workers and supervisors; and to understand and respect cultural differences in the workplace. Employees are also expected to know general business etiquette, how to dress for the production floor and the office environment, and their rights and obligations in the Canadian workplace. Being familiar with and meeting these expectations are important to job success and career advancement in Canada.	x		x	
Food Safety Culture & You!	This course discusses the importance of following food safety procedures and practices when working in Canadian food companies, as these are part of food safety culture. It outlines the role of governments and food companies in protecting the food supply and identifies how consumers can be negatively affected by improper practices. It covers the important role food workers have in following procedures and telling supervisors and coworkers of food safety problems. Participants will learn the important role food workers have in supporting their workplace food safety culture. By following food safety practices, food workers help their employer to protect the consumer, meet government regulations and address business needs.	x	x	x	
Food Safety Culture for Supervisors & Managers	This course looks at the impact of food safety culture in the workplace and the critical role effective communication, leadership and commitment have on protecting the food supply.				x

Course name	Course description	Stream			
		New Hires/ Seasonal	Frontline Workers HS	Frontline Workers NHS	Supervisors
Food Spoilage & Food Safety	This course describes the components of food safety, how food spoilage occurs, and how to prevent it. The course is designed to help new food workers understand their role and responsibilities in prevention and management of food spoilage and food safety. This knowledge is key to a successful career in the food industry. Knowing what causes food spoilage, when food is bad, how to prevent economic loss due to food spoilage and learning about employee's role in keeping food safe is the most important skill to have when working with food.	x	x	x	x
Good Manufacturing Practices (GMPs)	This course will provide you with the knowledge and skills to understand how GMPs support the safe manufacturing of food and how to implement GMPs.	x	x	x	x
HACCP Essentials	This course provides foundation level understanding of what HACCP stands for, the importance of HACCP, how HACCP is applied in the workplace and the role of every worker in a food safety culture. You will review the causes of food contamination with emphasis on the prevention of biological contamination and identifies and explains the seven HACCP principles.		x	x	x
I AM FOOD	I AM FOOD introduces participants to the Canadian Food & Beverage Industry and the greatest strength of the industry, the people who work within it. The Canadian food industry is the largest manufacturing sector in Canada, with enormous natural resources from coast to coast. Participants embark on a journey of discovery of how important the food industry is to Canada and all Canadians.	x	x	x	x

Course name	Course description	Stream			
		New Hires/ Seasonal	Frontline Workers HS	Frontline Workers NHS	Supervisors
Interpersonal Relationships for Workplace Success	An African proverb says "If you want to go fast, go alone. If you want to go far, go together". While it is often easy to assume that going "solo" will make us more successful, the truth is that there is no such thing as a self-made person. As human history reminds us through our multiple cultural, social, economic and technological advancements, anything worth accomplishing has been made possible through and with others. Dreams, goals and work-related projects can be realized more successfully when we combine our unique strengths and talents with those of other people. This is why interpersonal skills, also known as Social Skills, are key to help us multiply our success in the workplace and life in general. These skills are one of the building blocks of emotional intelligence and are highly demanded in the workplace. Interpersonal relationships skills allow people to create and keep good and satisfying relations with others. Employees with strong interpersonal skills are highly valued for their personal leadership, pleasant positive demeanor, solution-oriented attitude and effective communication. Moreover, they are seen as team players who get along and work well with others to achieve organizational goals. The purpose of this course is to equip you with knowledge, tools and strategies that will help you strengthen your interpersonal relationship skills and leverage them effectively at work.		x	x	x

Course name	Course description	Stream			
		New Hires/ Seasonal	Frontline Workers HS	Frontline Workers NHS	Supervisors
Introduction to Emotional Intelligence	This course will give an introduction to the concepts, skills and tools you need to develop to be more successful in the workplace. Emotional Intelligence skills are shown to contribute to 80% of your success with your career and life. People with high emotional intelligence are aware of their emotions and can manage feelings, impulses, communicate effectively with others, solve problems and build rapport in tense situations. Emotionally smart individuals remain optimistic in the face of adversity, bounce back quickly from setbacks and strive to perform.	x	x	x	x
Introduction to Preventative Control Plans	Many businesses and governments around the world are moving towards implementing food safety systems that are preventive controls based. As one of the top performing food safety countries in the world, Canada is also adopting this initiative! Once you have completed the Introduction to Preventive Control Plans (PCP) course, you will: understand the impact of the proposed Safe Food for Canadians Act and Regulations, be able to develop, implement and maintain a Preventive Control Plan.				x
Introduction to Quality Assurance and Quality Control	This course covers the roles and responsibilities of Quality Assurance and Quality Control in developing a Quality System. Participants will go through the background of the roles as well as what is important to understand when implementing Quality Systems. This course is applicable to all personnel in a food processing plant with roles in determining quality: owners, supervisors, quality manager, quality technician, production personnel, sanitation team, plant manager, food safety team, etc.		x	x	x

Course name	Course description	Stream			
		New Hires/ Seasonal	Frontline Workers HS	Frontline Workers NHS	Supervisors
Knowing and Handling my Emotions	Welcome to this course on recognizing and handling your own emotions. In this course, you'll continue learning about some important emotions that everyone experiences and you'll practice tools to help you handle your emotions, which will put you on the path to developing self-mastery! By knowing yourself better, you will become more able to interact calmly, independently, and confidently with other people, both at work and at home. By applying the self-mastery skills that this course discusses, you will experience improved satisfaction with your job, career, and life, and your contributions in the workplace will be more professional and have a greater positive impact.	x	x	x	x
Lock Out Tag Out	This course provides guideline for Lock out-Tag out (LOTO) or lock and tag. LOTO is a safety procedure which is used in industry and research settings to ensure that dangerous machines are properly shut off and not able to be started up again prior to the completion of maintenance or servicing work.	x	x	x	x
Numeracy	The purpose of this Numeracy course is to help frontline production workers gain the skills required to make sense of and apply basic mathematical concepts and information common to job responsibilities and tasks. By completing this course, participants will gain the basic knowledge of numeracy to solve basic mathematical equations, complete mathematical calculations in the correct order, understand and calculate fractions and percentages for workplace situations, calculate and convert common units of measurement, track production data, and calculate averages. The information learned will help participants solve mathematical problems in different workplace situations.	x	x	x	x
Oral Communications	This course provides guidelines for oral and general communication, active listening, providing feedback, fostering teamwork, and promoting a positive work environment. Lifelong learning and workplace skills training are closely linked to productivity, adaptability and innovation.	x		x	x

Course name	Course description	Stream			
		New Hires/ Seasonal	Frontline Workers HS	Frontline Workers NHS	Supervisors
Sanitation Level 1	This topic provides food processing industry workers with the basic knowledge related to cleaning and sanitation. It defines the terms used; introduces how to handle, prepare and store chemicals; describes briefly the cleaning and sanitizing steps; and highlights the importance of complying with regulations and policies.	x	x	x	x
Supervise Employee Performance	Encourage positive work environment, motivate, schedule employees, conduct performance reviews, address performance issues, promote, mentor/coach.				x
Thinking Skills	This course provides guidelines for making decisions, solving problems, thinking critically, resolving staff conflict, improving products and processes, providing quality control, and facilitating change.	x	x	x	x
Working with Others	This course provides guidelines for skills needed to work with a partner or a team in the workplace to complete tasks. Every employee in a food processing facility has to work with others during the day, whether to collaborate with workers from another department to solve a production issue or work as a member of a larger team to complete a rush order. Being able to work well with others is an essential workplace skill.	x		x	
Workplace & Industrial Safety	The course reviews regulatory responsibilities for employees and employers, and the many proactive strategies employed to identify hazards, mitigate their impact and the associated Canadian federal and provincial regulatory requirements.	x	x	x	x