



Upskilling and Reskilling: how employers are retraining and retaining Canada's workforce

Business + Higher Education Roundtable
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Key Findings

Demographic change, existing and emerging talent shortages, plus trends towards disruptive technology, like AI and automation, are driving demand for upskilling and reskilling initiatives.

Canada's largest businesses know how important training their people is to their global competitiveness and success and aren't waiting for government or post-secondary programs. They're developing their own upskilling and reskilling initiatives for their employees.

65 per cent of respondents to Business + Higher Education Roundtable's (BHER) report *Empowering People for Recovery and Growth: 2022 Skills Survey* have a strategy in place to upskill and reskill workers whose jobs may be at risk of transformation or loss in Canada, and 80 per cent believe companies should pay the majority of costs for employee training themselves.

Opportunities exist for employers to learn from each other's experiences, but they lack networks or forums to share best practices or collaborate.

In establishing upskilling and reskilling initiatives, it's not always clear to employers where they should turn for resources or potential partners, and the role of post-secondary institutions is evolving. Partnerships take many forms.

While post-secondary institutions have been upskilling and reskilling workers for years through Continuing Education units, government funding and traditional post-secondary programs are not always agile enough to be responsive to industry's skills needs, prompting businesses to rely on in-house expertise or question the ROI of partnership-based approaches.

Canada's largest businesses are better positioned to engage in upskilling and reskilling activities than small and medium-sized enterprises (SMEs), who have less capacity and resources at their disposal.



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01 Introduction

An aging population, technological change, and the climate crisis are impacting the skills employers need. Where skills demands grow in one area, though, they decline in others. For Canada's largest employers, ongoing shifts mean some segments of their workforce are increasingly in roles at risk of disruption, while elsewhere they face skills shortages.

It's difficult to overstate the challenge.

Many sectors critically important to the Canadian economy face major disruption and as many as 50 per cent of occupations will undergo a significant skills overhaul.¹ What this means is that emerging skills gaps are a problem not just for employers, but for Canada's economic growth and prosperity.

Employers understand that investing in worker upskilling and reskilling will make their companies more resilient and competitive, especially as demand for skilled workers grows.

The good news is that we're not starting from scratch. Over the past decade, Canadian governments, businesses, and post-secondary institutions (PSIs) have invested heavily and forged partnerships, often through work-integrated learning (WIL), to create skills training and development opportunities for the next generation of workers. In addition, a growing number of businesses have developed or are in the process of developing training programs to upskill and reskill their workers.

In partnership with the Business Council of Canada, BHER convened a Skills Working Group (SWG) made up of business and post-secondary leaders to discuss shared challenges and opportunities related to skills and training. Through consultations with SWG members, and drawing on findings from *Empowering People for Recovery and Growth: 2022 Skills Survey* (hereafter: 2022 Skills Survey), we've learned that Canada's large businesses are investing in upskilling and/or reskilling activities to ensure their employees have the skills they need now and in the future.

We asked members of the SWG to help us understand what's being done to provide upskilling and reskilling opportunities for their employees. We also asked them what challenges they face in establishing these activities and how they're responding. This report highlights what we heard. It includes examples and recommendations on ways to encourage and support employer-led training programs and partnership models to support Canada's need for a skilled, agile, and adaptable workforce.

What is the Skills Working Group? The Business + Higher Education Roundtable (BHER) and the Business Council of Canada partnered to establish a Skills Working Group in 2021, which brought together business leaders in forestry, financial services, energy, advanced manufacturing, automotive, information technology, construction and real estate, along with representatives from post-secondary institutions and federal government observers, to build consensus on industry needs associated with emerging and future skills.

¹Royal Bank of Canada (January 13, 2022). [Humans Wanted: How Canadian Youth Can Thrive in the Age of Disruption](#).

02 What do we mean by “upskilling” and “reskilling”?

Though there’s no established definition for either term, upskilling generally refers to the process of expanding an employees’ skills to improve how they perform in their current role, while helping them adapt to the evolving demands of work.² Reskilling, on the other hand, refers to developing workers’ skills to prepare them for an entirely new role, often in a completely new sector.³ Activities that support employee upskilling and reskilling can range from short-term online digital training programs to multi-year applied programs developed with post-secondary institutions.

03 Who’s engaged in upskilling and reskilling activities, and who pays for it?

In recent years, the Government of Canada has taken significant steps towards providing Canadians with the skills they need, with Budget 2020 committing more than \$5.5 billion over five years to skills and training. In particular, the [Upskilling for Industry Initiative](#) will help growing industries by connecting them to more than 15,500 redeployed workers.

The 2022 Skills Survey shows that Canada’s largest companies are also willing to invest in training for their workers, with nearly 80 per cent of respondents (up from 65 per cent in 2020) believing companies should pay for the majority of training costs associated with upskilling and reskilling, as opposed to expecting employees to pay or relying on government subsidies. It’s noteworthy that this result came during the height of a pandemic when many companies were facing acute financial challenges.

Also encouraging is that 65 per cent of 2022 Skills Survey respondents have a strategy in place to upskill and reskill workers whose jobs may be at risk of transformation or loss in Canada. Many have expanded digital training and micro-credentialing programs and bootcamps from previous years to do so.

The companies represented by the SWG are each at different stages when it comes to worker upskilling and reskilling. Some are largely focused on attracting people to their sector and developing entry-level talent. Others have advanced reskilling programs to identify internal skills gaps and help employees transition from jobs at risk of automation into secure, in-demand roles. Overwhelmingly, though, business leaders recognize the importance of investing in skills development, and have growing interest in dedicated upskilling and reskilling activities.

What’s the role of post-secondary institutions?

Through certificate programs and Continuing Education units, colleges, polytechnics, and universities across Canada have for many years offered short-cycle courses geared towards adult learners in a broad range of subjects. Many are developed in consultation with industry and professional standards. For example, the International Institute of Business Analysis (IIBA), the Canadian Institute of Access and Privacy Professionals (CIAPP), and the Canadian Nursing Association (CNA).

Most Continuing Education units establish program advisory councils comprised of business and industry leaders as well as NGOs to understand labour market demands, trends, and the need for specific skills training. Others work closely with industry councils and Chambers of Commerce.

²Organisation for Economic Co-operation and Development (OECD). (2019, January 17). [Anticipating Future Challenges for the Workforce through the Re-Skilling Toolkit of the US Office of Personnel Management](#); World Economic Forum. (2021, January 25). [Upskilling for Shared Prosperity](#).

³Wendy Cukier. (2020, January 28). [Return on Investment: Industry Leadership on Upskilling and Reskilling Their Workforce](#); World Economic Forum. (2018, January 22). [Towards a Reskilling Revolution](#).

Increasingly, post-secondary institutions are also developing microcredentials as well as boot-camp styled programs focused on specific skills or competencies. They provide opportunities for learners to gain specialized, in-demand knowledge or skills over a shorter period of time than diploma or degree-based programs. Combined with the expansion of online training, post-secondary institutions are exploring new ways to develop specific skills and competencies through business and industry-informed connections.

04 What's driving demand for upskilling and reskilling activities?

The circumstances that drive demand for upskilling and reskilling activities vary by sector. For members of the SWG, the most consistent pressures come from demographic change and talent shortages, along with disruptive technology.

Demographic change and talent shortages

SWG members report existing and emerging skilled worker shortages. An aging population and challenges with immigration processes, among other factors, are making it harder for businesses to find the skilled talent they need. Their feedback reflects recent research from RBC and others that highlights a significant skills crunch that will increasingly affect regions and sectors across Canada.⁴

Ron Shory (Global Chief People Officer, BGIS) explained that demographic change and difficulty attracting people into the skilled trades is contributing to labour shortages: “We are really challenged in a sector that is aging out. And we need to attract younger people to come in and have an opportunity to get mentored and learn from the skilled individuals that have been working in some of these trades for 20 to 30 years.”

Some SWG members reported difficulty identifying and retaining people at entry-level positions, while also expressing concern about gaps at mid and senior levels. Harmony Carter (Vice President of People and Culture, PCL) told us: “We have looming shortages in the skilled trades, in our engineering needs, for professionals in our staffing groups, for leadership training in general...For a growing industry (we need) to have people available to take those senior roles.”

Challenges attracting talent at all levels prompt employers to look for new ways of identifying and developing the talent they need.⁵ Looking for new hires is one way to do it; upskilling or reskilling the talent they already have is another.

Disruptive technology and automation

While new, sophisticated technology displaces some roles, it also drives demand for people who have the skills to operate it. The shift to hybrid and remote work in office environments, for example, reduces the need for support tasks like minute-taking when meetings are held on platforms with automated transcription.⁶ Similarly, manufacturers have been early adopters of technology that reduces the need for workers to manually operate or monitor machinery, as advances in networking and sensors allow workers to survey machines in bulk from a remote computer.⁷

Linamar, an advanced manufacturing company, has been engaged in upskilling employees for a few years, largely to equip workers with the skills needed to transition from manual to increasingly automated manufacturing lines. By forecasting positions at risk of reduction, explained Shaun Scott (Director of Organizational Development, Linamar), they have been able to launch targeted initiatives that re-equip employees with relevant skills as they transition to advanced manufacturing roles.⁸

⁴OECD. (2020). [Workforce Innovation to Foster Positive Learning Environments in Canada](#).

⁵Andrew Agopsowicz. (2021, July 12). [Will a Return to Pre-Pandemic Retirement and Job Quitting Levels Worsen Emerging Labour Shortages in Canada?](#); Naomi Powell, and Ben Richardson. (2021, September 14). [Powering Up: Preparing Canada's Skilled Trades for a Post-Pandemic Economy](#).

⁶World Economic Forum. (2018, September 17). [The Future of Jobs Report 2018](#).

⁷PricewaterhouseCoopers (PwC). (2016, May). [Industry 4.0: An opportunity to shine for Canadian manufacturers](#).

⁸Linamar Career Site. (2021). [Education](#).

As employers invest in technology and automate tasks, the skills they look for in employees evolve along with the roles they need to fill. As Alan Richardson (Senior Vice President, Talent Strategy & Solutions, RBC) explained: “We need people who have technical skills; there’s a growing demand for digital talent. And at the same time, we are automating some manual processes. So, for us, I would say it’s a reskilling opportunity.” Richardson went on to say: “When manual work is being automated, we’ve been working on ways to reskill people for newer, more digital roles that are more closely aligned to where our business is headed.”

The 2022 Skills Survey found that specialized, digital skills will be the most in-demand skills over the next three years, owing in part to the rise of technology and automation. Analytics, statistics, and quantitative analysis topped the list followed by: cognitive computing (AI, machine learning); cybersecurity (threat analysis, file recovery, risk management); information technology; and computer science (programming, software development).

Other SWG members emphasized the growing demand for people with digital skills. As Sabrina Geremia (Vice President & Country Managing Director, Google Canada) explained: “It’s really critical as automation is gaining steam...we need to build the digital workforce of the future in Canada.” Dana Mckechnie (Vice President of HR, Suncor Energy) highlighted similar concerns: “With the rapid acceleration of technology advancement we see new and emerging skill requirements in digital talent segments, for example data science, engineering, cybersecurity, and automation engineering.”

We heard from Ford Motor Company of Canada’s Steven Majer (Vice President, Human Resources) and Gillian Briscoe (Manager, Employee Relations and People Strategy) that amid a process of digital transformation and demand for people with a range of digital skills, they are formulating and expanding upon existing employee talent pathways through certification programs, STEM initiatives, and other approaches to deliver the connected experiences (e.g., digital and technical skills) required for the future of work.

05 What are some common attributes of quality upskilling and reskilling initiatives?

Based on the conversations we’ve had and successful initiatives that SWG members shared with us, what follows are a few common attributes associated with quality upskilling and/or reskilling initiatives.

Awareness building and incentivizing participation

Awareness building may include internal and external marketing campaigns to encourage experienced workers with transferable skills to consider new career paths.⁹

To incentivize participation in training activities, SWG members offer funding through tuition reimbursement (where needed) or allocating on-the-clock hours towards training. SWG members also told us that their employees are more motivated to participate in programs or activities that provide microcredentials and/or allow participants to work towards formally recognised credentials.

We also heard about the importance of employees seeing tangible changes from participating in the professional options available to them. Successful upskilling and reskilling programs place a heavy emphasis on the role of training in the development of the employee’s career as a whole, not merely its use in preparing for a specific position.

RBC’s internal reskilling program, Leap, for example, offers employees learning pathways that combine experiential, social, and formal learning leveraging pre and post assessment, self-paced and self-directed

⁹Palette Skills’ recent white paper highlights key takeaways from their experience creating upskilling programs and career pathways. See AJ Tibando and Emily MacKay. (October 2022). [Upskilling Canada: How to unlock our highly skilled workforce to build a more inclusive economy](#).

training, peer-led learning circles, coaching and practical application.⁹ Although the program is offered as open-enrollment and doesn't solely target roles at risk of automation, RBC has found many of the employees who were in high-risk roles had the opportunity to and voluntarily moved to lower-risk roles upon completion of the program.

Drawing on in-house expertise

SWG members regularly offer a variety of in-house, facilitator-led training opportunities by leveraging subject-matter experts within their own organizations, or through partners in their networks (including industry associations or unions, for example). Some suggested that leveraging existing subject-area experts can in fact provide a better ROI than partnering with external organizations.

This may be particularly true for organizations at early stages of developing upskilling or reskilling initiatives. Drawing on in-house experts, resources, and subject-matter experts allows for customized, affordable training from experienced individuals who understand organizational priorities and skills demands.

Even for those with more advanced programs in place, partnering with external organizations (including PSIs) need not come at the expense of in-house expertise. The nature of the partnership and program design can help ensure that upskilling and reskilling efforts draw on available resources to create the best possible program.

Robust assessment and evaluation frameworks

Those who shared details of their upskilling and reskilling programs told us that robust assessment is critical and happens at multiple stages to ensure success. It also enables stakeholders to recognize the ROI.

This includes a plan for assessing which roles to prioritize for upskilling and/or reskilling efforts and which skills to focus on. We heard from both Linamar and RBC that in developing their in-house upskilling programs, they analyzed which skills or roles were at risk of reduction, and then developed targeted initiatives to equip employees with skills needed to move into more secure roles.

A framework should also include continuous evaluation of the initiative to better understand the ROI and allow for iterative approaches to the program's design.

The 70-20-10 approach

Successful industry-led upskilling and reskilling efforts frequently utilize a 70-20-10 approach (or close variations), where 70 per cent of a learner's time is spent learning by doing (experiential), 20 per cent includes social learning (interacting with others and reflecting) and 10 per cent is formal training (classroom instruction, online programming, etc.).

The 70-20-10 learning model is employed by organizations in Canada and around the world to guide training programs. To meet the growing demand for digital skills, Canada's Suncor Energy has developed a two-stream upskilling program. One focuses on increasing data literacy for Advanced Analytics "practitioners" (i.e. data scientists and engineers), while the other provides targeted analytics training for "citizen" talent segments in their workforce who leverage data as a core part of their work (i.e. field engineers, finance analysts, etc).

Embedded within both learning pathways are formalized opportunities to engage in on-the-job training and benefit from coaching/mentoring, consistent with a learning philosophy that develops skills acquisition through a combination of 70 per cent experience-based learning, 20 per cent social learning and 10 per cent formal training.¹⁰

¹⁰Royal Bank of Canada. (July 2022). [About Value for Employees: Programs, Policies and Practices](#).

The Suncor scenario illustrates the utility of the 70-20-10 model, which offers a guiding framework for considering how to structure potential upskilling and reskilling initiatives while still allowing for flexibility and customization.

06 What are some of the challenges and barriers to establishing upskilling and reskilling initiatives?

Canada's largest companies recognize the importance of upskilling and reskilling their workforces, but face barriers in doing so. We asked SWG members about the biggest barriers they're facing.

Lack of tools and resources

Employers often don't know where to start. We heard from some SWG members that it's not always clear where to find tools, resources, and information that would help them plan, access, or establish upskilling and reskilling initiatives and pathways.

We heard, for example, that companies struggle to conduct internal assessments and identify the specific skills they need. As Linamar's Shaun Scott explained: "We're really trying to understand what skills we will need to transition and how we can move people (to other roles)."

RBC's Alan Richardson summed the challenge up this way: "How do I identify where demand is growing for skills? How do I then match that with people who have adjacent and complementary skills? And finally, how do I encourage and enable those folks, especially those in areas where processes are being automated, to migrate their skills into areas of demand?"

In other words, forecasting changes to industrial practices caused by advances in technology and automation isn't easy, nor is pairing those predictions with employees who may be able and interested in working in new roles.

Costs and capacity issues associated with developing programs

SWG members report a lack of awareness about what funding streams are available and feel that many employers, particularly smaller ones, lack the capacity to explore the options, let alone establish their own training programs.

A growing range of skills programs and funding streams at multiple levels of government, each with their own time-consuming application processes, add to the challenge. We heard from some SWG members that government funding streams often provide limited support to newer or emerging industries or have rigid eligibility requirements and may not be keeping up with employer needs.

The high costs associated with developing training programs is a barrier too. To identify partners, evaluate existing and emerging skills needs, and develop the actual details of a program (i.e. content, format, etc.) takes a great deal of time.¹¹

This tends to be a bigger problem for smaller organizations. They face many of the same challenges in accessing and developing talent that large businesses do, but have less capacity (i.e. time and funds) to invest in programs to attract, train, or retrain employees.

Louise Bender (Vice President, People & Administration, Mosaic Forest Management) acknowledged that many of Mosaic's contractors are small business owners: "They're independent contractors...they're not equipped to put on lots of big training initiatives or (to develop) programs for attracting talent." In response,

¹¹Deloitte. (2020). [The Upskilling Narrative: Building a future-ready workforce for the AI age.](#)

Mosaic piloted a training incentive to help its contractors access funding and resources to develop new and emerging workers. Mosaic's contractors can access up to \$7,500 in reimbursements to upskill new employees and operators using Mosaic's processor training machines. After accessing Mosaic's funding and upgrading their skill sets using Mosaic equipment, the employees return to the contractor's business. The result is a strengthened talent pool among forestry workers on Vancouver Island.

In addition to cost, the time away from work to engage in upskilling or reskilling can be a barrier. Employee participation can mean significant amounts of time spent engaged in training, which presents challenges for businesses that have limited capacity to take employees out of their regular roles. PCL's Harmony Carter explained why it can be difficult to allocate time for employee training: "Speed and market demands in the construction sector take away the ability to create a learning culture, or to take workers off the job to ensure they have the proper skills."

Challenges in identifying appropriate partners

Businesses are not always sure where to find the right delivery partners to co-develop tailored programming. Mosaic's Louise Bender explained: "It can be hard to figure out who, where and what all the different partners can provide." Linamar's Shaun Scott went on to say: "Approaching government, secondary or post-secondary institutions can be challenging because on a company level you don't bring a critical mass that is enough to gain interest or support for your initiative or needs."

As potential partners, PSIs have proven knowledge, infrastructure, and experience in creating responsive, high-quality training programs. Over the past decade, new partnerships have been developed between PSIs and businesses to equip students with workplace skills, while providing businesses with opportunities to identify and develop talent. The growth of WIL in Canada has stemmed from partnerships and networks that can be utilized to advance upskilling and reskilling efforts and avoid starting from scratch.

The challenge, of course, is that most upskilling/reskilling efforts focus on workers who aren't enrolled in post-secondary programs. It's one of the reasons why SWG industry members engage in upskilling or reskilling activities independently, even where their companies have existing relationships with post-secondary institutions through WIL.

Some members felt that PSIs could do more to communicate their value, or the services they offer, in supporting employer upskilling and reskilling. Conversely, PSI members said that employers need to do more to articulate what they want to accomplish. Upskilling/reskilling activities need to be guided by a vision for which skills are needed for which roles and within what sorts of timelines.

For businesses that have identified needs, goals, and objectives, it can still be a challenge to find partners that can quickly adapt programs or courses. Linamar's Shaun Scott's description of working with PSIs reflects this: "We went to a post-secondary institution and said 'we've taken a look at your diploma program, we've stripped out what we don't feel we need and here's what we'd like to do.' The first PSI wasn't able to pivot but the second one we approached was able to do something right away."

(Mis)-Perceptions

The timelines associated with traditional post-secondary programs continue to create real or perceived barriers to PSI-industry collaboration on upskilling/reskilling.

Alan Richardson explained RBC's rationale for developing an in-house upskilling program: "I think the traditional (post-secondary) model just wasn't working at the pace that we needed it to, and we didn't want our employees to do one class a week for six months during a term. That takes too long. We need the training now."

Changing or introducing an academic program can involve multiple levels of institutional and governmental approval, making it difficult to quickly adapt and align academic programs with up-to-date industry demands. So traditional programs and curricula may not be agile enough to keep up with fast-changing industry needs.

For most universities, colleges, and polytechnics, though, the groundwork for deeper engagement in upskilling and reskilling programs has been laid through certificate programs and Continuing Education units. We heard from several SWG Members that an advantage of working with these offices is that they aren't "beholden to the degreed programs" and can move quickly to incorporate emerging knowledge or skills demands into their programming.

Depending on the needs and objectives of the partners, Canada's post-secondary institutions can play an integral role in supporting industry-led upskilling or reskilling efforts.



07 SWG Recommendations

For industry:

Industry-led doesn't need to mean industry-alone.

Creating a new training program can be daunting, but partners and existing resources can help ease the process.

Post-secondary institutions have proven knowledge, infrastructure, and experience in creating responsive, quality training programs, particularly through WIL. Certificate programs and Continuing Education units are often good starting points to initiate a discussion about a potential partnership on upskilling or reskilling.

Similarly, organizations like BHER have tools, resources, and experience bringing partners together to solve skills challenges. More ways to convene employers to discuss lessons learned and emerging opportunities will help. It's often the case that despite multiple stakeholders in the same sector experiencing similar challenges, they lack networks or leadership forums to share best practices or collaborate. Look for opportunities to connect and collaborate.

For post-secondaries:

Communicate your capacity and impact.

Post-secondary institutions have the infrastructure to support and strengthen industry-led upskilling and reskilling programs, but there's room for deeper engagement. Industry partners aren't always sure who to talk to or when and may have a perception that PSIs aren't well-suited for agile, responsive programming.

PSIs must recognize and proactively communicate the resources, services, and value they provide to support upskilling and reskilling efforts. In many cases, Continuing Education units provide a good starting point for potential industry partnerships.

For governments:

Reduce barriers to upskilling and reskilling for businesses, and invest in what works.

Keep government interventions strategic. Prioritize initiatives that reduce employer barriers to accessing tools, resources, and funding to develop upskilling and reskilling programs. While skills challenges affect businesses of all sizes, SMEs require capacity-building support to invest in upskilling and/or reskilling activities.

Canada's provinces and territories, post-secondary institutions, and industry sectors have robust skills training and development infrastructure. Some of our largest businesses have already developed proven programs that could be scaled up or adopted by others. In addition to federal investments that help employers and employees navigate evolving skills challenges, prioritize building on what we have, rather than starting from scratch.



About the Business Council of Canada

Founded in 1976, the Business Council of Canada is a not-for-profit, non-partisan organization composed of business leaders in every region and sector of the country. The Council's member companies employ 1.7 million Canadians, contribute the largest share of federal corporate taxes, and are responsible for most of Canada's exports, corporate philanthropy, and private-sector investments in research and development. Through supply chain partnerships, service contracts and mentoring programs, Business Council members support many hundreds of thousands of small businesses and entrepreneurs in communities of all sizes, in every part of Canada.

About BHER

The Business + Higher Education Roundtable (BHER) is a non-partisan, not-for-profit organization bringing together some of Canada's largest companies and leading post-secondary institutions. BHER is the only organization in Canada that brings together leaders from the country's top companies and post-secondary institutions to build a better social and economic future for all. We are a national leader in member-driven change and work collaboratively to tackle some of Canada's biggest skills and talent challenges. Learn more at www.bher.ca

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Methods

This report is based on a survey of 8 large Canadian private-sector employers conducted at the end of 2021 and early 2022 as well as on discussions conducted at SWG meetings in 2021-2022, and follow-up interviews with individual SWG members in summer 2022.

The SWG aims to provide advice and recommendations on employer-led reskilling and training programs and partnership models to support Canada's need for a skilled, agile, and adaptable workforce to ensure its future economic growth and competitiveness.

Industry Members

BGIS
Ford Motor Company of Canada, Ltd.
Google Canada
Linamar Corp.
Mosaic Forest Management Corp.
PCL Constructors Inc.
Royal Bank of Canada
Suncor Energy Inc.

Education Partners

Northern Alberta Institute of Technology
York University

Government Observer

Skills Policy & Economic Strategy Tables, ISED

Data to inform this report was collected from the dissemination of a survey focused on industry and company initiatives to upskill and reskill workers whose jobs may be at risk of transformation or loss. Specifically, the questionnaire focused on the following key themes:

- Successful employer-led reskilling and training initiatives with the potential for scale-up
- Strong sectoral- and partnership-based upskilling and reskilling approaches in Canada and globally
- Important criteria and partnerships that allow these models to be scaled across sectors

The qualitative data collected was coded and analyzed by BHER team members to identify common themes and patterns across respondents. To contextualize findings, the research team also conducted a literature review focused on upskilling and reskilling both in Canada and globally. Quotes from SWG members have been presented as they were provided, with minimal editing for clarity or brevity.



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