



Ontario Labour Market Partnership Project: Identifying Labour Issues and Challenges in the Landscape Horticulture Industry

Landscape Ontario Labour Market Partnership Workshops:

Identifying Solutions to the Challenges and Barriers Identified in Landscape Ontario's Horticulture Stakeholder Survey

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Facilitator: John Butcher, Associates in Planning, Inc.
Recorders: Erinne White and Cindy Chan

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Executive Summary

The Landscape Ontario Horticultural Trades Association (Landscape Ontario) hosted four stakeholder consultation workshops across Ontario in August and September 2011 as part of the Ontario Labour Market Partnership Project (LMP) titled “Identifying Labour Issues and Challenges in the Landscape Horticulture Industry.” Consultation workshops were held in Ottawa, Toronto, London and Thunder Bay. The workshops were professionally facilitated and the outcomes professionally recorded. Each followed the same process: After a brief presentation by Sally Harvey, Manager of Education, Labour Development & Membership Services of Landscape Ontario, participants brainstormed potential solutions to the issues and challenges identified in the six major topic areas of the survey: awareness, barriers to access, labour shortage, curriculum and skills requirements, delivery methods, and training culture. They also made detailed recommendations on the components of three major follow-up initiatives from the survey: a human resource toolkit for employers; a sector-wide human resource capacity plan; and a marketing program.

The following are some of the key recommendations made by participants at the four workshops:

Awareness

- Promote the value of a career in landscaping to the public, employers, employees, students, parents and teachers.
- Raise awareness in schools through presentations, teacher kits, hands-on activities and career fairs.
- Introduce horticultural education at an early age.
- Promote the benefits of landscaping and the professionalism and skills of its personnel.
- Promote landscaping as a year-round career with opportunities for advancement and growth.
- Inform the public about the value of landscaping services and skilled labour.
- Create promotional videos for the public, schools and potential employees.
- Establish industry-wide standards or certification to raise the image of the trade.

Barriers to Access

- Address the cost, location and timing of education by providing multiple options including at-home study programs, on-the-job training, loans and government subsidies.
- Provide more seminars in northern Ontario, where there are fewer training opportunities.
- Organize apprenticeship programs to run in harmony with the seasonality of the job.
- Accommodate under-qualified candidates by hiring them as unskilled labourers at minimum wage and training them on the job, increasing the pay scale as they gain competency.
- Provide an annual salary to offset the seasonal nature of the job.
- Make landscaping a licensed trade to increase professionalism, allow for higher fees, and support the hiring of skilled labour.

Labour Shortage

- Present the seasonal nature of the job as an advantage by highlighting opportunities to bank hours and use time off constructively.
- Work with the federal government to modify EI and health and safety regulations to better reflect industry needs.
- Work with municipalities to better support co-op programs and the hiring of seasonal workers.
- Reach out to challenged youth by helping youth from priority neighbourhoods connect to various trades.
- Have employees (rather than business owners) do student outreach to promote the industry as a career opportunity and not just a business opportunity.
- Promote career opportunities at landscaping job fairs and through horttrades.com.
- Increase charge-out rates to support the employment of skilled labour.

Curriculum and Skills Requirements

- Include hands-on, practical work in the curriculum.
- Cultivate creativity, professionalism, marketing/entrepreneurial skills, leadership/supervisory skills, customer service and initiative.
- Reduce duplication of programs among colleges.
- Challenge traditional evaluation methods and make traditional and non-traditional streams available.
- Offer dual-credit programs to high school students at the college level.
- Create an advisory committee made up of industry members to inform educators on the skills and knowledge needed in the industry.
- Offer certification at the conclusion of the curriculum.

Delivery Methods

- Have minimum standards for education delivery and curriculum, set to industry specifications, with checks on instructor qualification and learning outcomes.
- Offer multiple delivery methods to make training more accessible and practical (online, interactive, traditional correspondence, lecture/face to face, practical/hands on, mentoring, media/video and guest lecturers).
- Arrange the delivery of training to accommodate the seasonal demands of the industry (e.g. break material into modules; have instructors visit the workplace).
- Facilitate the transfer of credit between institutions.
- Tie skills development to a co-op with employer subsidy.
- Offer SHSM program in Northern Ontario.
- Re-direct education funds toward local, industry-driven training.

Training Culture

- Cultivate a supportive training culture in the workplace; encourage recognition for employees seeking to upgrade their skills; offer regular in-house training sessions.
- Ensure that the apprenticeship model is industry-driven.
- Address the fear of losing trained employees by adopting the European model where employers/employees must fulfill an obligatory contract term.
- Do not obligate students to return to their places of apprenticeship as employees.
- Secure more funding for education, including high school programs.

Introduction

The Landscape Ontario Horticultural Trades Association (Landscape Ontario) hosted four stakeholder consultation workshops across Ontario in August and September 2011 as part of the Ontario Labour Market Partnership Project (LMP) titled “Identifying Labour Issues and Challenges in the Landscape Horticulture Industry.”

The following workshops were held with sponsorship support from local educational institutions:

| City | Sponsor/Location | Date/Time |
|-------------|--------------------------|--|
| Ottawa | Algonquin College | August 9, 2011, 1 – 5 p.m. |
| Toronto | Humber College | August 17, 2011, 8 a.m. – 12 noon |
| London | Fanshawe College | August 18, 2011, 8 a.m. – 12 noon |
| Thunder Bay | Construction Association | September 9, 2011, 10 a.m. – 2:30 p.m. |

This report documents the results of the workshops. It is divided into two parts.

Part 1 summarizes the presentations and other items that were the same at all the workshops.

- Workshop Objective
- Welcome and Opening
- Workshop Overview
- Results of 2011 provincial industry-wide survey

Part 2 captures the topic discussions that took place at each workshop:

- Overall Reactions to Survey Results
- Solutions Brainstorming
- Follow-Up Initiatives
- Evaluation
- Participants List
- Next Steps

Part 1: Presentations

Workshop Objective

To identify **solutions** to the issues and barriers to skilled labour development revealed in the Landscape Ontario stakeholder survey results — **solutions** that will provide a sustainable skilled workforce to fill the skilled labour gap today and in the near future.

Welcome and Opening

Sally Harvey, Manager of Education, Labour Development & Membership Services of Landscape Ontario, began each workshop with welcoming remarks and an introduction of the LMP Project and its objectives and activities to date. A professional facilitator oversaw the process and professional recorders ensured that participant input was captured accurately. All in attendance introduced themselves at the beginning of each workshop.

History of the Ontario Labour Market Partnership (LMP) Project

The Ontario Labour Market Partnership (LMP) Project was prompted by Landscape Ontario's vision to produce and support the development of a professional industry with a skilled workforce.

Two key resources were the January 2009 Deloitte report, *The impact of ornamental horticulture on Canada's economy*, and the January 2010 report by the George Morris Centre, *Labour Issues in the Horticulture Sector*.

The George Morris report summarizes the results of a national labour issues survey in the horticulture sector conducted by the George Morris Centre (based in Guelph, Ontario). The survey found a current skilled labour shortage in the sector, difficulties with recruitment and retention, and a lack of awareness and use of training opportunities by horticulture stakeholders.

The George Morris Centre identified “a need for a sustainable workforce in horticulture, with requisite production and business skills to meet the demands of complex businesses and an even more complex global market, and to realize the 2016 Vision as set out by the Ministry of Agriculture for the Canadian Horticulture Value Chain.”

The January 2009 Deloitte report noted that the horticulture industry's economic contribution is valued at approximately \$7 billion in Ontario. This amount represents at least half of its value of over \$14 billion across Canada.

Deloitte found that the Ontario horticulture industry employs 66,388 full-time equivalents and includes 6,000 companies in the ornamental horticulture sector. Yet only about 200-300 post-secondary and apprenticeship graduates enter the industry annually. Meanwhile, the industry has experienced double-digit growth for many years and is expected to potentially double in size, with the retirement of the baby boomer cohort over the next 20 years spurring increased interest in gardening and landscaping.

The report found a significant gap in skilled labour development in the horticulture industry and predicted an unprecedented shortfall of skilled workers in this industry in the next 10 to 12 years.

Based on these survey and report findings, Landscape Ontario noted the need to determine an action plan to identify training gaps, forecast long- and short-term employment opportunities and needs, and encourage workers to consider entry into the horticulture industry to meet future needs. Landscape Ontario thus applied for funding from the Ontario government to conduct the LMP Project and successfully received funding under the Employment Ontario program.

LMP Project Partners, Objectives, Participants, and Timeline

Landscape Ontario is the lead of the LMP Project being carried out in partnership with Humber College and the Ontario Parks Association.

The project objectives are as follows:

- Understand the issues and barriers that challenge skilled labour availability and expansion in the landscape horticulture industry.
- Increase knowledge and awareness of trade-specific skills-development opportunities in Ontario.
- Gather information concerning the barriers to apprenticeship, certification training and skills development in the landscape horticulture industry — information that provides the foundation for the development of an industry-specific human resource capacity plan.
- Develop and circulate an employer human resources toolkit that improves recruitment and retention practices in the sector.

The target participants and beneficiaries include landscape horticulture industry sectors and municipal parks in Ontario, employers, employees, youth, certified individuals, apprentices and journeypersons, municipalities and educators.

The project began in March 2011 and will end in January 2012.

LMP Project Activities to Date

In Phase 1 of the LMP Project, the George Morris Centre conducted a provincial industry-wide stakeholder survey in May and June 2011 to identify the issues and barriers that challenge skilled labour development and expansion in the landscape horticulture industry. Surveys were circulated to 11,000 recipients made up of four components: employers; employees; students and youth; and educators. There were 574 respondents. The results were published in the 2011 George Morris Centre report, [*Identifying Labour Issues and Challenges in the Landscape Horticulture Industry: Labour Development and Skills – Landscape Ontario's Horticulture Stakeholder Survey*](#).

In Phase 2, Landscape Ontario held four stakeholder consultation workshops across Ontario in August and September 2011 with the aim of identifying solutions to the issues and barriers revealed in the survey.

Survey Results

Survey Objective

Through an industry-wide survey, identify issues and barriers that challenge skilled labour development and expansion in the horticulture industry.

Stakeholders Surveyed

The George Morris Centre developed a survey for each of the following stakeholder categories:

- Employers (Owners/Managers): n=359
- Employees: n=151
- Students/Youth: n=20
- Educators/Guidance Counsellors: n=44

The survey, released on May 2, 2011, and closed on June 20, 2011, was circulated to 11,000 recipients.

Survey Topics

The survey captured information on the following topics:

- Awareness
- Labour shortage
- Access barriers
- Curriculum and skills requirements
- Delivery methods
- Training culture
- Participant demographics

Key Observations

Note: This summary of key observations is taken directly from the 2011 George Morris Centre report on the survey results (pages 1–3 and 78–80). As such, it reflects the consultants' professional analysis of the survey results.

Responses varied very little between the different groups surveyed. Employees in general tended to be more negative in their comments about training opportunities than other groups.

Awareness

While each group surveyed indicated that there was a lack awareness of programs and courses available in the industry, they also self-identified as being aware of most or all of the programs available, with the exception of the students who were currently enrolled in Landscape Horticulture programs.

Each group suggested better advertising is needed to make employers, workers and potential students aware of training opportunities that exist. All groups surveyed indicated interest in a single point of data (e.g. an online database) which would provide information on all training opportunities available. Those working in the industry also indicated a need for increased communication between employees and employers on the training opportunities available.

Labour Shortage

When asked about the shortage of skilled labour in the landscape horticulture industry, the most common potential factor mentioned was wages. It was often noted that both actual wages and perceived wages prevented youth from taking up careers in the industry, and the cost of training programs relative to their real or perceived effect on wages deterred many current employees from undertaking further training.

Many respondents in all categories discussed the image of the industry as featuring low-paying, seasonal, physical labour and said that public campaigns to improve this image might attract more skilled labour to the industry.

Access Barriers

Responses to potential access barriers varied among the groups but generally location and other costs were considered the greatest barriers to training. Employers generally felt that time of year and location were the greatest barriers to training, Employees cited other indirect costs of training (such as transportation and loss of income) as their greatest barrier, with time of year as the second-most important barrier. Students responded strongly that location was the greatest barrier. Educators said that lack of awareness of programs and discouragement from parents and guidance counselors were the most important barriers preventing more students from obtaining additional training.

Curriculum and Skills Requirements

Respondents generally noted that curricula varied widely from program to program, creating a significant difference in skill sets acquired by new graduates. Training in specific skills was identified by each group as generally lacking and there were frequent requests for advanced training for experienced workers in the industry.

Overwhelmingly, employers, employees, students and educators mentioned a need for more business and management training. This is particularly important given that most long-term plans by employees and students in the industry include owning and managing their own business.

Delivery Methods

The majority of respondents in each group ranked kinesthetic learning as their favorite learning style, which is reflected in the desire for hands-on courses.

Training Culture

The training culture in the workplace seemed to vary greatly, often dependent on the size of the company and the availability of both financial and human resources. Employers seemed to be the most positive about the training culture in their workplace, while employees often felt that little was being done to promote training and professional development. Additionally, few employers or employees indicated that they use training or career path development plans.

Part 2: Workshop Topic Discussions

In a professionally facilitated process, participants commented on the survey results. The following section summarizes participant comments from the four workshop locations (Ottawa, Toronto, London and Thunder Bay).

Overall Reactions to Survey Results

- The survey results were “pretty well on”: typical and accurate.
- Some responses seem “upside down” from reality. It is a big job to put together and analyze the results.
- Most of the distance education students who enrolled in landscape horticulture courses at Algonquin College were looking for a science credit for a B.Sc. degree.
- There is a disjointed nature of reactions.
- Other professions, such as pharmacy and nursing, have separate “learning institutes” and “associations.”
- The issues haven’t changed since the 1980s: the industry does not get the right people into the right jobs at the right time, and should work more closely with schools and guidance counsellors.
- Landscape Ontario supports the Ontario Ministry of Education Specialist High Skills Major program (SHSM) in horticulture and landscaping. The program has been in existence for seven or eight years and as of September 2011 will run in 29 schools across Ontario. Grade 11 and 12 students can get credits with a specialization in landscape horticulture. There are four post-secondary destinations for SHSM students: workplace; apprenticeship; college; and university.
- The number of people surveyed was too low to be statistically significant, and not enough students were surveyed.
- The stakeholder survey report should have been better proofread. Also, the results were skewed in the analysis when too much weight was given to the views of single respondents who contradicted the majority.
- Although a larger number of respondents would have given the results more credence, the same tone and message would likely have come through.
- There is disenfranchisement among youth but it is not specific to the landscaping industry.
- Work in the landscaping industry should be viewed not as a temporary step in one’s career path, but rather as a long-term career.
- Unlike the manufacturing industry, which is moving offshore, landscaping is a domestic industry with huge opportunity for growth.
- The nature of immigration to Canada has changed, leading to changes in the labour pool.
- The survey only included industry — it should have included the general population/marketplace.
- The survey seemed to equate “skilled” labour with post-secondary or similar education. Many employers create skilled labour through their own internal job training, independent of formal outside training.

Sally Harvey clarified that the survey was sent out to 11,000 people but the response was relatively low because the timing was not ideal due to delays in project launch. The survey was released in May and closed on June 20th. The research consultants said that the survey had good credibility and depth of information. To reach students and educators, the survey was released by the Ontario Guidance Counsellors Association, the Ontario Teachers Association, the Ministry of Education, OPA and HOSTA (the Horticulture Ontario Secondary Teachers Association) and all post-secondary institutions offering related programs.

Brainstorming Solutions

In a professionally facilitated process, the participants brainstormed potential solutions to the issues and challenges identified in the six major topic areas of the survey: awareness, barriers to access, labour shortage, curriculum and skills requirements, delivery methods, and training culture. The bullet points below summarize the feedback from the groups in each workshop location (Ottawa, Toronto, London and Thunder Bay).

Awareness/Barriers to Access/Labour Shortage

Ottawa

Awareness:

- Awareness is the most important of the six topics. All the other topics build into it.
- Awareness is the number one issue. All other issues revolve around awareness. It is important to bring awareness to the public, students, parents, employers and employees.
- Marketing is very important. Connect the dots when marketing to the public:
 - Value of the Career = Knowledge + Training
 - Accreditation Level in Horticulture → Increased Career Viability
- Marketing must target all of the following:
 - The public (the customers)
 - The industry
 - The education sector (students in junior high school, senior high school, and post-secondary school, and those seeking a second career)
- Use clear and concise language in program descriptions and education literature.
- Create a brochure on the career path in the industry.
- **Why is this industry not a priority in terms of career?**
 - One reason is misperception of horticulture as a career.
 - Another reason is negative stereotyping, e.g. “ditch digger.”
- **Why would an individual choose a career in horticulture and landscaping?** If there is sufficient awareness of the industry, an individual may choose a career in this field because of the following benefits:
 - To work outdoors
 - Respect for career choice
 - Respect from the public
 - To achieve potential and goals

- The industry must reach high school students. However, there is a big perception problem. People have the image that those who work in landscaping in general are not educated. They do not consider landscaping a trade.
- One solution is to make more presentations in high schools.
- Another solution is to offer practical hands-on training to students, perhaps for one week at the school or elsewhere, so that they can make an informed career choice.
- Landscape Ontario could be a good point of reference and could take responsibility for resources and answers to educators regarding the industry.
- Videos on YouTube could be a good marketing tool to improve publicity about the industry, with the possibility of finding “star” power for the videos.

Barriers to Access:

- Providing an annual salary if possible, and removing the definition of seasonal work, will help to attract more workers. There would be no need for employment insurance.
- Cost is a big barrier for students. Some are married, have children or own a home. The industry, including employers and Landscape Ontario, should consider getting more involved to make money available to students and apprentices in the form of loans or other supports.
- The location of education and training and the cost of transportation are related barriers.

Labour Shortage:

- One reason why this industry is not a priority in terms of career employment is because once employees are trained, they often leave to start their own businesses.
- Government regulations, such as those on health and safety, are one HR challenge. The industry should consider using lobbyists to lobby the government to reduce regulations.
- The seasonal nature of the work is another problem, as are wages.

Toronto

- The issues of awareness, barriers to access and labour shortage are intertwined. Lack of awareness can be the biggest barrier to access, which in turn creates labour shortage.

Awareness:

- Instead of being viewed as “just a job,” work in the landscape industry should be seen as a year-round career opportunity.
 - Many younger people do not look at anything as a career these days. People anticipate change in their careers and may have 7-10 careers throughout their lifetime. It becomes the job of industry leaders to get people to see the landscaping industry with a different attitude.
 - One way to cultivate long-term employees is to promote growth within the ranks of a company by identifying people who are truly interested in the field.
 - A key goal is to help employers identify and cultivate those who truly enjoy the work.
- Regulation of the trade through certification would help people to see that they can attain something within the industry that gives them a feeling of pride.
- Perception is important
 - Employees must start at the bottom and work their way up.

- Employees need a better perception of the long-term goal.
- Employees should know that basic jobs are also important, and take pride in each step.
- New employees need job training. While co-op or apprenticeship students tend to get the “grunt” jobs, they also need opportunities to do more engaging work so that they can see opportunities to progress. Employees need:
 - ...to see all aspects of the job.
 - ...to feel important.
 - ...to contribute to the big picture and feel that they are making a difference.
 - ...to be given challenges, something to achieve.
 - ...to see the long-term effects of their work (e.g. “I planted that tree 10 years ago – look at it now”).
- Landscape Ontario should send a DVD to schools for guidance counsellors to show students. The video should promote careers within the industry – not necessarily business ownership.
- Promotion should be more proactive and regular:
 - Take the initiative to generate awareness in schools.
 - Create flashy, appealing videos to promote industry jobs.
 - Maintain regular contact with educators and counsellors to keep the industry top-of-mind.
 - Create promotional packages.
 - Organize lunchtime sessions.
 - Participate in college and university fairs in high schools.
 - Create partnerships between individual companies (or Landscape Ontario) and schools.
- Employers should improve the image of the profession:
 - Raise expectations regarding who will be hired: well-dressed professional applicants.
 - Provide good equipment and a good office space.

Barriers to Access:

- Apprenticeship is a valuable way of learning and moving up the ranks toward having one’s own business.
 - Currently, apprenticeship courses do not work in harmony with the seasonality of the job. People leave their jobs to attend school, often when they are most needed in the job. Instead, apprenticeship should conform to work schedules. Rather than a two-year program, education should be organized into a longer term apprenticeship period with shorter periods of schooling during off-season periods.
 - The industry needs labour in place from late March through to November/December, to cover all aspects of the industry, including maintenance, irrigation, landscape design and construction. Students often fill the seasonal gap, but core employees are needed for longer periods.
- At-home study programs and online training are needed to accommodate different employment and life situations.

Labour Shortage:

- Employees (rather than business owners) should do student outreach, so that students learn about career opportunities as employees rather than focusing on starting their own business. We need labourers, employees and team members – not new companies.
- The industry could organize collective job fairs with mass appeal, joining resources to create a high-profile event and attract high-quality employees.
- Students are only available seasonally and do not meet the needs of the industry year-round.
- Promote the horttrades.com site, which attracts better employees than kijiji or craigslist.
- Cooperate with insurance companies to lower premiums for young workers (because employees in this industry need to drive).
- Partner with the federal government so that employees can work eight months of the year and top up their EI by working part-time during the time off.
- Encourage municipalities to re-negotiate union agreements that block co-op programs and the hiring of seasonal workers.
- The core issue is the fact that workers are laid off for three or four months of the year.
 - Effective PR could promote the idea that people could do constructive things with their time off.
 - The idea of seasonal work can be an advantage if people are willing to work overtime during the work season because they can bank hours and receive a regular paycheque year-round. But most people would rather work regular hours year-round and have regular time off.
- The landscaping industry in Ontario should target challenged youth, particularly troubled youth who have no resources to help themselves, engaging them at entry level with government assistance.
- Utilize the network of knowledge and expertise in other industries. For example, the construction industry also has trouble with outreach to potential employees. Central Ontario Building Trades (an umbrella union organization) has a program to help youth from priority neighbourhoods connect to various trades through a free 12-week program that addresses safety, basic training and life skills. This program could include landscaping, or a similar program could be provided by Landscape Ontario.

London

Awareness:

- Improve the image of the industry.
- The employer should take the initiative with regard to wages and training.
- Incentives should be better.
- Promote awareness in school systems and change the image of the industry:
 - Horticultural education should start younger (i.e. grade school).
 - Get teachers involved.
 - Provide a kit to teachers for a project (e.g. design your own backyard).
 - Provide a “teacher kit” on the industry that teachers can use immediately.
- Hold general public trade shows that make the trade more interesting. Explain how/why landscaping is an industry.
- Landscaping is a municipal responsibility (parks and recreation) and a municipal employee is a good thing. Educate the public to strive for work in this field; show the benefits of the trade; increase cooperation; and expand the summer season.

- The industry is male-dominated and something could be done to make it less gender-specific.
- Improve the perception of the industry: landscape work is a real career.
 - Landscape Ontario video on the industry for grade/high school: show the range of jobs, the size of the industry and the potential growth of the industry.
 - It is a “real job” with potential for fulfillment and financial gain.
 - Present horticulture as a viable option for a career.
 - “Regular” jobs offer 2000 hours of work; the same amount of time is offered in the landscape industry, with the months off as a bonus.
 - The ability to offer banking of hours is important.
 - There is a perception that people work long hours in the industry, but this is not necessarily true.
- Landscape Ontario should produce a DVD promoting the industry.
 - Potential for great careers.
 - Importance of leafy green infrastructure.
 - Better consumers.
 - Quality of life.
 - Environment.
 - Labour cannot be outsourced as has occurred in the manufacturing industry.

Barriers to Access:

- Past education levels may present a problem: some potential candidates may not have completed grade 12.
- There is a perception problem: the work is perceived as general labour for lower wages.
- The public image of the industry needs to be improved. Currently, the prices paid for landscaping services do not allow for proper wages. Landscaping should become a licensed trade to increase professionalism and allow for higher fees (e.g. why can licensed plumbers charge more?)
 - Licensing would be a scary step for many but would have a positive effect.
 - Enforcing rules already in place (e.g. health and safety) would help to professionalize the industry.
 - The public understands “Red Seal.” This provides a good benchmark for industry.
 - Licensing needs to be driven by government, not just Landscape Ontario. The College of Trades should be involved.
- Two-thirds of companies in landscaping are not Landscape Ontario members.

Labour Shortage:

- It is impossible to keep students past August because of school schedules.
- Government intervention could support education through training paid for by government.
- Salaries should move past seasonal to 12-month structured pay with no peaks and valleys.
- Identify skills needed – not just academic credentials, but hours worked/experience.
- Regarding seasonality: note that people in the industry often accumulate a year’s worth of work hours in nine months (depending on the size of the business).
- How could the industry become a long-term career and not a stepping stone to another industry?

Thunder Bay

Awareness:

- Start building awareness when students are six years old. By high school, it is too late to begin building awareness.
- Have early ages workshops.
- Expose youth to nature and the outdoors at an early age.
- Awareness-building activities could include planting trees, etc.
- Develop the home and garden show: Thunder Bay kids' program; seeding/planting.
- Grow food throughout the season.
- Educate our industry.
- Educate the public:
 - Educate the public about price.
 - The public needs to be educated about skilled labour costs.
 - Educate on workmanship, quality and standards, to make it a respected trade/profession.
 - Education is one way to get there.
- Industry should collaborate to set service/product fees – standardized across each region.
- Develop industry-wide standard recognized by the public and the profession.
- Some of our services are easily done by do-it-yourself people or cash businesses.
- Educate the public on the value of landscape – then you can afford to pay staff.
- The home show in Thunder Bay (in late March/early April) is the largest in Northwestern Ontario and growing).

Barriers to Access:

- Start non-skilled labour at minimum wage, train effectively and economically and have an increasing pay scale as they gain competency.
- Government subsidy should match pay/wages while people are in training programs on the job.
- Lack of training opportunities in Thunder Bay.
- Bring seminars north: seminars are offered at Congress/MNLA shows but there is a need for local professional development opportunities.

Labour Shortage:

- Why hire a professional? If someone is trained in school, they will expect higher wages, so it is better to train on the job.
- To employ skilled labour coming from post-secondary/SHSM programs, business owners must increase their charge-out rates.
- Do we want to train employees or hire skilled staff from institutions? Or do we want specialized skills training?
- Quality of life is important: jobs can demand 1400–1500 hours over seven months of the year, followed by EI over the winter.
- Employers need to offer opportunity, quality of life, pride, good wages and recognition.

Curriculum and Skills Requirements/Delivery Methods/Training Culture

Ottawa

Curriculum and Skills Requirements:

- Include certification exams in college programs, whether immediately following a program or a year later.
- An advisory committee made up of industry members can help to inform educators on what industry needs and what gaps exist in existing curricula and skills.

Delivery Methods:

- Size of the program (number of students) creates different academic delivery methods.
 - Smaller groups create/allow more discussion, more personalized instruction, and more practical hands-on training.
- Retention of students can be improved via articulation agreements that allow students transferring to a new school to receive credit for courses taken at their old school.
- Set standards of delivery methods to specifications within the industry.
 - There should be a sequence of application and minimum standards (Ministry of Training Colleges and Universities (MTCU) learning outcomes).
 - There are currently no checks on the instructors/teachers who deliver the programs, and no checks on whether students are learning what they are supposed to learn according to the curriculum.
 - There is no standardization. The curriculum is very loose, the content is very loose, and delivery varies by individual instructors.
- Hands-on training is important. Many students learn better through hands-on training than lectures.
- Timing of training should be well-considered.
- Bring in educators to the workplace for specific topics that employees need, rather than sending employees offsite for training.

Training Culture:

- Hold in-house training sessions. These could be daily, weekly, or other frequencies.
- Keep employees informed and trained.
- Give tools to the foremen so that they are able to provide training.

Discussion:

- Immigrants are a prime market for the horticulture industry, but they are not allowed any bursary or other financial aid until after they have been in Canada for three years.
- Part of the solution to the labour shortage is to look to new Canadians. Training must be established at the beginning, especially in terms of safety knowledge.
- New Canadians may be very knowledgeable but have language as a barrier.
- Parents who do not want their children in trades that involve physical labour contribute to the horticulture industry's image problem. Guidance counsellors may also contribute to this problem.
- It is important for the industry to determine how much of the image problem is self-generated and how much is based on quantitative data that the industry has collected and analyzed.

Toronto

Curriculum and Skills Requirements:

Skills requirements:

- Interpersonal skills.
- Work ethic.
- Perform physical work.
- Have the spark and enjoy working towards a goal.
- Visualize the accomplishment.
- Present perceived challenges as advantages.
- Draw in academic and science students as well as hands-on workers – emphasize ecology, technology and science aspects.

Curriculum

- Have consistent standards at high school level.
- Offer different options – various means of delivery.
- Make more streams available – traditional and non-traditional.
- Include more hands on, project-based work: practical/applied/big picture.
- Involve high school students in hands-on programs at the college level for dual credit.
- Make the industry attractive to parents: emphasize the professional and academic components.
- Challenge traditional evaluation methods.

Delivery Methods:

- Use many different delivery methods: online, interactive, traditional correspondence, lecture/face to face, practical/hands on, mentoring, media/video supported by hands-on work, guest lecturers.
- Share experiences: discuss how mentors got where they are, to show students career paths.
- Address the challenge of seasonality: explain when the curriculum will be delivered.
- Consider breaking material into modules to be completed when people are not working. Apprenticeship programs do this well, but colleges are stuck in traditional academic schedules.
- Offer high school certification in particular skills. Get industry representatives to work with individual students; offer CE credits; get industry involved at the high school level.

Training Culture:

- The training culture varies among the public, municipal and private sectors. Ideally, those who make decisions regarding training will be in favour of training because when training is available, employees feel there is value in their career paths.
- Apprenticeship programs should have no strings attached: students should not feel obligated to return to their places of apprenticeship.

Discussion:

- Employers should dissect finished jobs with staff to get them involved in the entire process, show them the value in what they do and identify what went right and wrong in the job and how the company could improve.
- Turn disadvantages into advantages: the physicality of the job can be portrayed as an advantage because it promotes fitness and pride in one's strength. For example, within

the current industry, contests are sometimes held on how much work can be done in a day (shovelling soil, laying sod, tree-climbing, etc.).

- A home-study ODH program used to be offered through the University of Guelph but it was discontinued due to lack of interest in a diploma credential offered through traditional correspondence.
- Training is available over longer periods but what are lacking are baby steps to get people in the door without a big commitment. People shy away from two-year programs but might consider a one-month course that offers a specific credential.
- Businesses and educational institutions should maintain ongoing relationships so that employees can return to their schools to talk to the students, generating interest and passion.
- Landscape Ontario could offer more business-style training for people who want to learn the business side of running a company.
- AEC Daily is a website (www.aecdaily.com) that provides online mini-courses sponsored by manufacturers and others. Educational credits are offered for each course. The courses are recognized in the US for CEU's for architects, interior designers and students in various programs. The landscaping industry in Ontario could take the same approach.

London

- What is the scope of the issue? There are about 200 graduates per year, from 8-10 schools and up to 100 apprentices annually.
- We need to know where we want to go: If the target is to double revenue, do we need to double the number of graduates?
- Outline our profession: heroes; seasonal lifestyle; months off to do something else; show successes.

Curriculum and Skills Requirements:

- Is the curriculum teaching the right things?
 - Creativity; marketing; entrepreneurial skills; professionalism; leadership/supervisory skills; business; customer service; initiative.
 - Career choices for women.
 - Explain the strata of the industry – education and career levels (high school, apprenticeship, online training, college, university).
- Colleges never get together.
- There is duplication of programs.
- Programs compete against each other.

Delivery Methods:

- Gear programs to students and attract the right students.
 - Individual Education Plan students need different learning methods.
 - “Sell” programs properly: let students know what they are getting into.
 - Some programs have a high attrition rate because some people are not strong students and cannot handle the academic component.
- Provide high school and post-secondary courses.
- Make education easier for industry in terms of location and delivery:
 - Non-college options.
 - Online options.

- Hands-on training.
- Options for small, “mom and pop,” five-employee companies.
- Offer seasonal training.
- Some organizations (e.g. Ontario Parks Association) will ask municipalities to provide training (Landscape Ontario chapters also provide training).
- Offer online learning to meet the needs for people who cannot take off time to go to school but want to upgrade their professional education.
- Offer a high school co-op program: a four-period co-op, available from April onwards.
- Look at ideas for apprenticeship that modify delivery to reduce the continuous in-school portion (normally a two-year program). Adjust the in-school portion to accommodate the seasonal demand for labour (e.g. in class two days a week, on-site three days a week?).

Training Culture:

- Secure financing for education: find money for high school programs (which school boards will not fund).
- Secure industry support for education (facilitated by Landscape Ontario):
 - Have an industry professional organize courses.
 - Have a Landscape Ontario staff member organize donations and sponsorships.
- Employers should give more recognition to employees seeking training/upgrading (difficult for small companies).
- Educate the public on the importance of “leafy green infrastructure”:
 - Just as important as “grey infrastructure”
 - Economically important and promotes public wellbeing
 - This will help in getting better funding.

Discussion:

- The difference between what a homeowner can do and what a professional can do should define what our industry offers, shape the curriculum and raise the industry bar.
- The profession tends to be more reactive than proactive.
- We need to maintain a balance between “core” and “optional” or “hard” and “soft” scape (e.g. greenhouse production).
- Broader industry perspective is needed to ensure proper coverage to meet industry demand.
- The industry needs to connect to newcomers and find their “vectors” – why choose us over the other trades?

Thunder Bay

Curriculum and Skills Requirements:

- Certification: Grandfather based on experience?
- Certification must mean something.
- Students coming from high school should have WHMIS, violence and harassment training and first aid.

Delivery Methods:

- Specialist High Skills Major program should tie into a co-op/employer subsidy
- Have industry-driven training rather than training designed by the Ministry of Education.

- Are funds available to change this?
- Can Lakehead School Board hire or contract industry people to deliver training at the secondary school level (more economical)?
- Centre of Excellence?
- Re-direct funds from institutions:
 - Fund suppliers to train people.
 - Support local training.
- Alternative trades school (secondary school) options are needed, as well as traditional options.
 - SHSM follows an alternative trades school model.
- Develop/introduce SHSM in Northern Ontario.
- Develop a new program at Confederation College (apprenticeship/diploma).
- Align SHSM to Confederation College.

Training Culture:

- The apprenticeship model should be industry-driven.
- Most businesses at this meeting are owner-based.
- Need vertical ladder?
- Fear of losing trained apprentices/employees:
 - Look at European model where employers/employees must fulfill an obligatory contract term.

Follow-Up Initiatives

In a professionally facilitated process, participants were given several focus questions to elicit their recommendations on the components of three major follow-up initiatives from the survey:

- *Human Resource Toolkit*
- *Sector-Wide Human Resource Capacity Plan*
- *Marketing/Communications*

The following sections capture the recommendations provided by participants.

Human Resource Toolkit

Focus Question: “What would an effective human resource toolkit prepared by Landscape Ontario for employers look like?”

Ottawa

- Useable right away.
- Simple.
- Standard, sector-specific job descriptions to explain the nature of each job and its expectations.
- Flexible and able to respond to changing needs.
- Commonalities of job requirements are explained. For example, under certain circumstances, an individual in any job can pitch in.
- Information on current employment standards and health and safety requirements, including contact information for the Workplace Safety and Insurance Board (WSIB) of Ontario and the Ministry of Labour of Ontario (MOL).
- Pay scales and how an employee can earn more money.
- Evaluation/review processes so that employees know what is expected and how to improve.
- Standard reprimand system.
- Information (updated annually) on where to go to advertise jobs and look for employees.
- Online toolkit.
- Information on different government pay rates and tax rates.
- General rules for small business, for example, on payroll, vacation and statutory holidays.
- Reliable.
- Tools to help companies develop policies such as those related to health and safety (who provides this support, what equipment is needed, etc.).
- Employee handbook template.
- Code of conduct for the employer and employees, for example related to language and dress.
- Sample organization charts.
- Sample training plans.
- Information on privacy laws and proper handling of customer data.
- Information on constructive dismissal, with a procedures template and standard processes.
- Information on courses/certification available from the employer/desired by employees.

- Medical and other benefits, which are important for retention.
- Information on company culture: sample missions, vision statements, best practices, codes of ethics.
- Systems to maintain information on applicants and to allow follow-up, including procedures and processes for receiving and retaining information. Examples include a computer database system, or a procedure to scan in critical documents for storage.
- Qualifications required of applications (for example, Workplace Hazardous Materials Information System (WHMIS) training).
- General information on managing employees.
- Anti-harassment policy.
- Drug policy.
- Orientation programs, including information on employees' responsibilities for safety.
- Hour-banking calculators.
- Resource on employee responsibilities.

Toronto

- List of major job categories and associated core competencies.
- Description of what the industry does.
- List of educational/certification options and how they relate to categories and specific core competencies (clear links).
- Industry best practices.
- Advancement opportunities.
- Health and safety information
- Legislation affecting the industry (e.g. Labour Standards Act).
- Useful templates for businesses (e.g. policy and procedures, employee handbooks).
- Emergency procedures (e.g. accidents, repairs, equipment breakdown).
- Orientation training: how to integrate a new employee; on-the-job training.
- Succession planning.
- Company structure and reporting systems.
- How to evaluate job performance; markers for career paths.
- Best practices for recruitment, training and retention.
- Basic entry-level qualifications.
- Sample contracts.
- Guidance on relations with clients and the public (e.g. how to handle neighbour complaints).
- List of common numbers, websites, etc.
- Disciplinary and termination policies and procedures (HR component).
- Wages and salaries – regional benchmarks.
- Liability for employees and employers.
- Recreational aspects of the job (barbeques, after-work social opportunities).
- Information on how to market the business to potential employees (realistic expectations).
- How to use social media effectively within the industry.
- Benefits (personal, health care).
- Outreach, sponsorship and charitable involvement (events; matching contributions to volunteer hours).

- Advice to employees on how to spend their seasonal time off (e.g. educational opportunities).
- Advice on health and wellness, work-life balance: important in attracting and retaining young people when competing with other industries.
- How to identify and attract the right candidates (attitude, work ethic) for this type of work.
- How to manage a multi-generational workforce.

London

- Template for an employee handbook: expectations; safety; grounds for dismissal; health and safety; benefits; job descriptions.
- Templates for health and safety programs that do not require individual employers to re-invent the wheel.
- List of other resources (web sites, video presentations).
- Basic orientation package covering all necessary regulations.
- Performance review guidelines.
- Basic templates that employers can fill in (easy for small companies to use).
- A sign-off page to show that employees have read the material.
- Revision dates on each page.
- The mission statement of the company.
- A method for managing employee records and personnel files, while ensuring privacy.
- A chapter for supervisors:
 - Roles and responsibilities: legal; company-specific; health and safety.
- Recruitment techniques:
 - Interview questions.
 - How to check references.
- HR/people management skills
 - Hiring; discipline/firing; legal requirements
 - Recognizes that the owner/operator's primary focus is not HR management.
- WSIB coverage and how to do claims.
- Comprehensive list of educational opportunities for staff.
- Employee retention: bonuses and profit-share techniques.
- Applicable to any type of employee.
- Insurance regulations and limitations.
- Machinery operations: training and liability.
- Since industry attracts a lot of young workers, need special emphasis on safety for new and young workers.
- Rules regarding alcohol and recreational drugs on the job.
- Rules regarding violence and harassment in the workplace.
- Policies on return-to-work after injury.
- Help with EI and parental leave.
- Section on apprenticeship: incentives, subsidies, etc.
- Employee rights.
- Policies on cell phone use (and anything that might distract).
- Education and training tools for adults and young people.
- Grooming; vocal deportment; professional attire.

- Code of ethics.
- Employee rules and regulations
 - Baseline or benchmarks in the industry.
 - Allow individual employers to “cut and paste.”
- Time off and holidays.
- Regulations on overtime payments (varies by sector, hours of work, etc.).
- Distinguish between templates that should not/cannot change and those that can be adapted.
- Recognition of best practices.
- Provide online and make available to the public.
- Include mini breakout kits from the larger kit.
- Compare to municipalities and larger companies.

Thunder Bay

- Safety compliance:
 - Guidelines.
 - Templates.
 - Videos.
 - Training.
 - Notice of changes (e-mail, mail).
 - Checklist (do you have this/that).
- Direct link to job board and job connect/Workopolis:
 - One hub that floods to all networks.
- Interview guide — video.
- Employee handbook.

Sector-Wide Human Resource Capacity Plan

Focus Question: “What should be the priority components of a sector-wide human resource capacity plan that gains an industry-wide competitive advantage?”

In responding to the focus question, participants were asked to talk about both “internal” and “external” capacity — capacity within individual businesses and for the industry as a whole.

Ottawa

- The “healthy” component of the industry.
- Marketing to emphasize the trade as a career as well as a lifestyle.
- The image of landscapers as being creative.
- Job satisfaction.
- A trade associated with tangible results.
- Work that is varied and not monotonous.
- Awareness and promotion targeted at high school students; parents, teachers, and guidance counsellors who advise high school students; “lost souls” such as 24-year-olds wanting to settle on a career (this will be the biggest gain); and those seeking a new career, such as retired government employees.
- The environmental/green aspect of the industry.
- Room for advancement in the industry.

- Capacity to grow one's business.
- Ways to make money in the industry.
- Ways to address skills gaps in the sectors, such as business acumen, expertise in water features, communication skills, sales and design, computer skills, ability to learn and to find information, estimating, project management, customer relations, and problem solving.
- Recognition of competency, both externally and internally.
- Work ethic.
- Emphasis on the complexity of the industry and the satisfaction that results.
- Showcase of what is involved in different sectors of the industry. Create “pictures” in which people can recognize themselves when they apply or read about the jobs in the industry.
- Achievement of critical mass in the industry where the majority of practitioners are certified, which advances standards setting and employee mobility.

Toronto

- Attractions of outside work: creating beauty; seasonality; fitness.
- Diversity of skills and trades.
- The greening of the environment.
- A mechanism to educate potential or existing employees about what makes a successful or unsuccessful project.
- Macro- and micro-level forecasting for long-term employment needs: the anticipated skill requirements; potential shortages; and links to different educational paths or entry points to the industry.
- Ways that small businesses can work proactively to ensure profitability and maintain optimal staffing levels within a smaller structure:
 - Planning.
 - Accounting practices.
 - Business plan, HR plan, forecasting plan and tools.
 - Pathway to build capacity.

London

- Promotional DVD outlining the industry for educators, parents, students.
 - Could also be used by Landscape Ontario members.
 - Career fairs.
 - Green industry classes.
- Materials for landscapers to use at trade shows, garden centres, schools.
- Skill requirements:
 - General leadership and supervision.
 - Horticultural knowledge.
 - Problem solving.
 - Practices and principles.
 - Maintenance.
 - Physicality of the work.
 - How to use the equipment.
 - Water.
 - Fuel.

- Noise abatement.
- Verbal and written communication.
- Change learning outcomes?
- There is a trend toward more urban agriculture, design, environmental sustainability, maintenance. The industry is too reactive and needs to get “back to basics” and away from “products as solutions.”
- Develop sustainable ecology.
- Understand how this links to the financial viability of the firm.
- Show the economic benefits of the work we do.
- Promote award-winning landscape projects (strategies for follow-up promotion).

Thunder Bay

- Consider a local Landscape Ontario chapter.
- SHSM and Confederation College program development.
- Make safety a high priority — consumers must recognize that landscapers are professional and safe.
- Reward employers who are compliant with standards for minimum wage/ESA and safety.
- Create individual equipment certifications (excavators, etc.).
- Suppliers and manufacturers should provide all training — not institutions.
- Provide financial management training so that pricing is done accurately and businesses understand overhead.
- The industry should partner with municipalities to improve existing green infrastructure and have funding to create it.
- Guidance counsellors should have visuals and tools to help students understand the opportunities.
- Have program advisors at post-secondary level for students.
- Create public demand so that the public will hire skilled professionals.
- Develop dedicated training for local youth and to attract youth from other areas to build capacity.
- Attract skilled workers from other trades (mechanic, carpentry, plumbing, electrical, forestry, agriculture).
- Encourage immigration to the north within the global industry and related industries.
- Develop skills in parks (not skilled now).

Marketing and Communications

Focus Question: “What type of marketing program would entice employers and their employees to participate in skilled labour development opportunities that include apprenticeship, certification and skill development training?”

Ottawa

- Indicates cost-effectiveness for the employer, where the employer does not have to train employees.
- Emphasizes more satisfied customers.
- Displays the professionalism involved in the industry.
- Catches people’s imagination, for example, brief weekly “naked news” for each sector.

- Includes a requirement to participate in skilled labour development as part of the accreditation process.
- Promotes the understanding that companies will not be competitive if they do not participate in skilled labour development and training.
- Shows the ability to deliver training when it fits our schedule, for example, offering certification training in January.
- Provides subsidies and sponsorships for attendance.
- Emphasizes retention of employees as the biggest payoff.
- Distinguishes between certification and training. They are both good, but they are not the same.
- Adjusts to the requirements of employment insurance system and other programs.
- Emphasizes ease of access, at the right time, in the right place.
- Celebrates professional development, for example via testimonials.
- Creates a sense of spirit within the entire industry.
- Is clear about “what’s in it for me.”
- Shows the potential for pushing forward initiatives from within companies, such as via working groups.
- Links to specific credentials that are required, especially those that can be recognized by government.
- Indicates a clear and measurable return on investment.
- Emphasizes the “carrot” rather than the “stick.” “Carrot” will be more effective than “stick.” Entice, not force.
- Links promotions and pay scales to professional development.
- Makes it part of company culture to market to employees.

Toronto

- Videos of job sites, from start to finish.
- Regular webinars that outline everything one needs to know about labour development opportunities.
 - Focused, single-topic, 30-minutes-or-less, content-rich, succinct, plain language, simple and meaningful.
 - No reading through PowerPoint presentations.
- Communities in Bloom, trade shows.
- Information on what landscaping does for the environment and how environmentally friendly the industry is.
- Statistics on how certification will increase wages, benefits and career longevity.
- Use appropriate marketing vehicles (e.g. social media, e-mail, trade magazines).
- Outline incentives for employers to support skill development (grants, etc.) and how to get involved.

London

- Employer knows that skilled labour means better employees and more income for the firm.
- Certification lowers insurance premiums.
- Show how training affects the bottom line – the return on investment.
- Employers need simple solutions that do not result in shortages of skilled employees during skill development.

- Create a template for the timing of training – one that can be tweaked and adapted.
- Make the impact measurable:
 - Create a context to make employers/employees socially accountable: make the public aware of the campaign so that employers take it more seriously (although the campaign is not geared to the public).
 - Set initial benchmarks and re-send surveys to measure the effects.
 - Be able to identify the direct results of the marketing campaign.
 - Is one goal/objective an increase in membership?
- Look at experiences in other countries or regions:
 - Best practices, videos, websites.
 - Australia, UK, Holland, BC.
 - Help employees to identify websites where they might get new ideas and “re-charge.”
- How to make Landscape Ontario website the destination of choice.
 - Awareness of what is on the horttrades.com website.

Thunder Bay

- Impressions: TV, newspaper ads, image (happy/fun), Internet advertising.
- A big stick:
 - Minimum standards (OALA brand).
 - Accreditation.
 - Consumer awareness.
- Return on investment:
 - What’s in it for employer and employee (bottom line)?
 - Survival, prestige.

Focus Question: “Considering that the results of this project will be delivered online, what communication channels do you prefer to use to receive/access information? E-mail, e-blast, access online, social media, other?”

Ottawa

- E-mail is the most common communication method.
- For access via social media, simply supply a link to the main page of the website.

Toronto

- E-mail containing a link, with clear capital letters in the subject line stating what the e-mail is about.

London

- E-mail.
- Less use of social media.
- Short and concise.

Thunder Bay

- E-mail.
- Facebook.

- Some people do not open all their e-mail or mail.

Focus Questions: “Have you experienced any challenges or barriers in the past re: accessing information of this type from Landscape Ontario?”

Ottawa

- A participant had trouble accessing information via a BlackBerry mobile device.
- The website is www.horttrades.com. People are able to find their own route to the information and website by using different search words on the Internet.

Toronto

- Employee feedback indicates difficulty navigating the horttrades.com website. There is too much redundancy. Seminar information is only available on current offerings and not on future seminars.
- The horttrades.com site could be broken down into different websites (e.g. one on irrigation, one on paving, etc.)
- Currently the horttrades.com website is too subdivided and granular: information seems to be added without any organization, planning or content management. There should be fewer tabs and categories.
- E-mail content, toolkits, etc. should be posted on websites that allow instant feedback (rather than surveys or focus groups).

London

- How does Landscape Ontario reach each employee? It can be difficult to get members to pass along information within a company.
- It is cumbersome extracting the training information on the horttrades.com site. The dates/calendar should be simpler.
 - Create an amalgamated training calendar showing all training available.
- Redo the site so that it takes less time to find and extract information.

Thunder Bay

- Some people “haven’t tried” Landscape Ontario and had no knowledge of Landscape Ontario until two days ago.
- Landscape Ontario is not known and recognized in Northwestern Ontario.
- Landscape Ontario should send communications to non-members.

Evaluation

At the end of each workshop, the participants assessed the survey process and workshop.

Ottawa

| What went well? | What would we do differently next time? |
|--|--|
| Timing of follow-up workshop | Survey too lengthy for some people |
| Involved a cross section of industry, trainers, and educational institutions | Timing of survey |
| Thorough survey report which was well laid out | Turnout was low at the workshop |
| | More focus on how to create awareness as the first priority—more outward focus |
| | Be clearer on intention of various elements and how fit together |

Toronto

| What went well? | What would we do differently next time? |
|---|--|
| “Combining of minds” – getting information that most people agreed upon | Send the survey out at a different time of year to reach more students |
| Good facilitation | Connect with students not just through an online survey but by having someone visit classrooms in person and promote the online survey |
| Having an independent company analyze statistics | Provide clearer instructions on the survey that employers could have sent it out to their employees |

London

| What went well? | What would we do differently next time? |
|---|--|
| Doing the follow-up presentations and getting more comments | Get more participation in surveys and workshops |
| | Adjust timing of surveys and workshops – outside of the busiest season |

Thunder Bay

| What went well? | What would we do differently next time? |
|--|---|
| Four city representation was a good start | Relatively small representation at the workshops |
| Good that Landscape Ontario included the North | Not great engagement |
| | Survey the public (at Canada Blooms?) to find out about the customer perspective: Will people pay more for professional designation? If so, which customer demographic? |
| | Timing was poor for workshops with only 60 days remaining in the Northern season. |
| | The survey did not cover Northern Ontario well enough. |

Next Steps

Sally Harvey noted that the stakeholder comments and recommendations from the workshops are valuable as they provide the industry feedback that is necessary to direct Landscape Ontario's future plans. She reviewed several planned and potential solution-based activities:

- Landscape Ontario will pilot the human resource toolkit for employers and the sector-wide human resource capacity plan. A focus group will review it (fall 2011). The tool will be revised if necessary and distributed for province-wide use (January 2012).
- A marketing and communications campaign will be carried out to attract and inspire employers toward implementation of the tool kit in each workplace.
- A marketing and communications strategy will communicate the availability of the toolkit and the capacity plan to educators and employers.
- The tool kit and all resources and reports will be made available online at: www.horttrades.com under labour resources (January 2012).
- Landscape Ontario also hopes to submit future grant applications to apply for funds for the following three projects:
 - **Career Awareness:** This project will focus on creating tools and a program for career fairs, social media and other venues. The goal is to increase awareness, interest and engagement regarding careers and opportunities in the horticulture industry.
 - **Connectivity Project:** This project aims to build better mechanisms for connecting high school students to the Specialist High Schools Major (SHSM) program in Horticulture, and then onward to post-secondary education and industry.
 - **Safety:** Workplace health and safety is an ongoing focus for the horticulture industry.

Participants

Ottawa

| | |
|--------------------------|---|
| Karin Banerd | Landscape Architect/Designer |
| Joshua Bastian | Lawn Care |
| Thom Bourne | Lawn Care |
| Trevor Cullen | Landscape Contractor |
| Janice Ife | Landscape Architecture/Design/Design-Build Contractor |
| Mary Anne Jackson-Hughes | Instructor |
| Sarah Johnston | Landscape Contractor |
| Tim Kearney | Landscape Contractor |
| Dani Kennedy | Manager |
| Doug King | Owner |
| Mike Laking | School/Institution/Association |
| Richard Rogers | Landscape Contractor |
| Claude Smith | School/Institution/Association |
| Glenna Schaillee | School/Institution/Association |
| Adam Tyman | Grounds Management |

Toronto

| | |
|---------------------|---|
| John Aird | Others Allied to the Trade, Including Associations |
| Dev Baichan | Others Allied to the Trade, Including Associations |
| Adam Bonin | Landscape Architecture/Design/Design-Build Contractor |
| Paul Bouillon | Lawn Care |
| Peter Bride | Landscape Architecture/Design/Design-Build Contractor |
| Brian Clegg | Landscape Contractor |
| Jane Davey | School/Institution/Association |
| Jenny Dwight | Lawn Care |
| Stephen Fleischauer | Landscape Architecture/Design/Design-Build Contractor |
| Murray Glassford | Federal/Provincial/Municipal Government |
| Margarete Haefele | Landscape Architect/Designer |
| Les Jagoda | School/Institution/Association |
| Joel Lawton | Instructor |
| Linda McGrath | Federal/Provincial/Municipal Government |
| Don McQueen | Lawn Care |
| Janet Mott | Grounds Management |
| Vic Palmer | Arborist/Tree Moving |
| Kyle Tobin | Lawn Care |
| Darko Trifunovic | Grounds Management |
| Gary Van Haastrecht | Lawn Care |
| Wayne Wakal | Instructor |
| Larry White | School/Institution/Association |
| Abate Wori | Others Allied to the Trade, Including Associations |

London

| | |
|--------------------|---|
| Janet Anderson | Instructor |
| Dean Anderson | Others Allied to the Trade, Including Associations |
| Carla Bailey | Others Allied to the Trade, Including Associations |
| Dianna Clarke | Federal/Provincial/Municipal Government |
| Tim Craddock | Grounds Management |
| Jeff Elias | Wholesale Nursery Grower/Distributor |
| Gary Hebel | Landscape Architecture/Design/Design-Build Contractor |
| Scott Horlor | Others Allied to the Trade, Including Associations |
| Robert Hutchenson | Educator |
| John Keenan | Grounds Management |
| Ron Koudys | Landscape Architect/Designer |
| Kate Kraushaar | Others Allied to the Trade, Including Associations |
| Nancy Lee-Colibaba | Instructor |
| Kimberly Lindsay | Sage (Marketing Consultant) |
| Shelley Peterson | Instructor |
| Danielle Rancourt | Landscape Contractor |
| Mario Scopazzi | School/Institution/Association |
| Richard Tighe | Consultant |
| Vicky White | Contact Coaching |

Thunder Bay

| | |
|---------------|------------------------------|
| Peter Mersch | Construction |
| Akio Brayshaw | Maintenance |
| Jim Brayshaw | Maintenance |
| Tim Tamblyn | Lawn Care |
| Werner Schwer | Landscape Architect/Designer |

Staff/Consultants

| | |
|--------------|--------------------------|
| Sally Harvey | Landscape Ontario |
| Vicky Smith | Consultant (Researcher) |
| John Butcher | Consultant (Facilitator) |
| Cindy Chan | Consultant (Recorder) |
| Erinne White | Consultant (Recorder) |