



MANITOBA TRUCKING ASSOCIATION

Program and Policy Options for Recruitment,
Training and Retention of Professional Truck Drivers

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of Professional Truck Drivers

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Executive Summary

The trucking industry is highly dependent on the number and quality of its people and is a human resource-dependent industry. Professional truck drivers are front-line workers in a critical industry, that enables the smooth flow of goods and materials that each of us needs in our everyday lives. Ensuring a sufficient supply of qualified, professional truck drivers has been a challenge in the industry across Canada for several years and these challenges are only increasing.

This research was commissioned by Manitoba Trucking Association on behalf of the Joint Steering Committee representing both Government and industry. The purpose of this report is to present the findings from primary and secondary research conducted to identify leading practices and program and policy options to enhance the recruitment, training, and retention of professional truck drivers in Manitoba. This report outlines the current state and future state of the trucking industry, truck driver and labour markets in Manitoba and Canada. Additionally, MNP completed research on comparative elements from other jurisdictions, summarizes leading practices observed within and outside the industry, and presents program and policy options for consideration.

Research was conducted on recruitment, training, and retention of professional truck drivers to support development of a qualified workforce that will meet the current and long-term needs of the trucking industry in Manitoba. The main objective of this study is to provide evidence-based programs and policy options for consideration by the Government of Manitoba and the Manitoba Trucking Association (MTA). The objectives of this study included the following:

- Describe, based on published reports, the current and future state of the labour market for truck drivers in Canada as well as the factors that are currently impacting and will impact the next 5 years of the truck driver labour market.
- Identify leading practices in other jurisdictions to address workforce development in the trucking industry.
- Engage stakeholders to gather insights and opinion about the recruitment, retention, and training of professional truck drivers.
- Compile a summary of best practices in the recruitment, retention, and training of truck drivers.
- Provide program and policy options and supporting analysis for the recruitment, retention, and training of truck drivers.

MNP conducted this study using multiple data collection methods and sources and sought both qualitative and quantitative information. The approach allowed for multiple lines of evidence to support findings. MNP researched information on recruitment, training, and retention of truck drivers in Canada and North America from both academic and non-academic literature published by reputable industry and government sources. MNP also conducted interviews and focus groups with representatives of the government, trucking industry, and training providers to gather information and insights on current practices in Manitoba and across Canada.

This report provides an overview of the current and future labour market conditions including the definition of professional truck driver and the various opportunities in the role, analysis of contributions of trucking to the Canadian GDP, as well as trends in the supply and demand of current and future labour market requirements and factors that influence supply and demand. A full summary of the Labour Market Conditions can be found in Section 3.

A detailed summary of current Manitoba programs and practices for recruitment, training, and retention, as well as insights from stakeholder engagement in the trucking industry from government, industry, and training schools can be found in Section 4: Current Manitoba Programs.

MNP conducted a detailed review of five (5) provincial jurisdictions across Canada to better understand how they are approaching recruitment, training, and retention in the trucking Industry. This included the following provinces:

- British Columbia
- Alberta
- Saskatchewan
- Ontario
- Quebec

Key themes emerging from stakeholder engagement included:

- The retention rate of long-haul truck drivers sponsored for training is significantly lower than other trades. An upfront assessment of fit based on a clear understanding of the role is critical to retention.
- There are limited opportunities for funding training. Affordability is a barrier for students that are not eligible for funding.
- While the number of training participants is beyond the demand of the trucking industry, there is still a supply shortage. An estimated 40% of truck drivers are employed in other industries.
- Women, Indigenous people, and Youth are significantly under-represented in the professional truck driver work force.
- Language proficiency and a lack of Canadian driving experience contribute to safety concerns of new drivers.
- Cost and long-term effectiveness are barriers to foreign recruitment for professional truck drivers.
- A low pass rate and repeated attempts for Class 1 licence tests is causing concern regarding the quality of training and creates backlogs in the testing system.
- Both the MELT and the PVI 244-hour programs would benefit from formal evaluation and increased ongoing oversight of quality standards. Current oversight by two different departments is challenging and inefficient.
- On the job training is still required to prepare for the full responsibilities and competencies of a professional truck driver. The extent and quality of on-the-job training varies significantly and can be cost-prohibitive for employers.

Policy and Program options documented in this report are focused on addressing key issues in recruitment, training, and retention identified by stakeholders, and are informed by leading practices in other jurisdictions and stakeholder insights. Policy options identified include:

Options to Improve Recruitment:

- Re-align funding eligibility and delivery to target candidates likely to remain in the industry.
- Incorporate realistic job previews along with career promotion to ensure candidate “fit” with the nature of work/lifestyle options for a professional truck driver.
- Target recruitment and address barriers to attract women, Indigenous people, and youth to the Trucking industry.

Options to Improve Training:

- Increase resources for enforcement of training standards.
- Enable public access to information on training outcomes by provider.
- Streamline regulatory oversight.
- Limit the number of license testing attempts before re-training is required.
- Expand minimum standards/establish graduated licensing to include a minimum period of on-the-job training before achieving a “full” Class 1 License.
- Consider development of an expanded delivery model like Quebec’s DEP and/or extended courses for truck driver training.
- Review/evaluate MELT and PVI programs and curriculum standards.
- Establish an evaluation framework for review/continuous improvement of MTA Class 1 (MELT) Instructor Training Course.
- Establish, refine and/or confirm completion of review and evaluation of License Examination/Testing.

Options to Improve Retention:

- Implement self-screening tools as part of recruiting efforts.
- Develop leading practice education for employers on equity and inclusion, and other retention strategies specific to a career as a professional truck driver.

As part of the Policy and Program Options for Manitoba this report identifies several implementation considerations specific to each option. Key themes emerged, some which have higher complexity and/or require investment in program development, and some which are lower in complexity and anticipated to be easier to implement.

Options that Require Regulatory / Policy Change

Option	Regulatory / Policy Change Consideration
7.1.1 Re-align funding eligibility and delivery to target candidates likely to remain in the industry	A regulatory change to the MELT and PVI program standards would be required to add minimum language proficiency and minimum Class 5 experience or training as prerequisites for training. These pre-requisites could be added to EDIT funding criteria with a policy change that may be implemented more quickly than a regulatory change.
7.2.3 Streamline regulatory oversight	Regulatory oversight is codified in regulations and legislation, and a regulatory change would be required to establish a single authority.
7.2.4 Limit the number of license testing attempts before re-training is required	Policy change is required.
7.2.5 Expand minimum standards/establish graduated licensing to include a minimum period of on-the-job training before achieving a “full” Class 1 License.	Updates to licensing and/or training regulations so that the minimum standard of training includes a period of driving experience and/or an additional pre-requisite training.

Options that Require Investment in Program Development

Option	Investment in Program Development Consideration
<p>7.2.1 Increase resources for enforcement of training standards to address capacity constraints</p>	<p>Developing and implementing an audit program will have initial and ongoing costs. A cost recovery model through training provider certification fees could offset the financial requirements to implement. This may create resistance from some training providers who are already concerned with program profitability</p>
<p>7.2.2 Enable public access to information on training outcomes by provider</p>	<p>A related potential “trusted trainer” certification program would require time and resources to develop and administer the program, and for training providers and carriers who may need to document or enhance their programs to qualify for this status.</p>
<p>7.2.6 Consider development of an expanded delivery model like Quebec’s Diploma of Vocational Studies (DEP) and/or extended courses for truck driver training</p>	<p>A post-license training program would require the development of a new post-secondary program including funding and resources to develop a curriculum, and to deliver. Incentives may be required to attract training provider interest in delivering such a program. Students may also require additional income support if they are unable to earn while in this program.</p>
<p>7.2.7 Review/evaluate MELT and PVI programs and curriculum standards</p>	<p>Design of an evaluation framework may require an initial upfront investment, as well as resources to track performance metrics. It will require engagement with key stakeholders to ensure the framework is both practical and effective.</p>
<p>7.2.8 Establish an evaluation framework for review/continuous improvement of MTA Instructor/Mentor Training</p>	<p>Design of an evaluation framework may require an initial upfront investment. Additional resources will also be required to conduct such evaluations on an ongoing basis and track performance metrics and training for the MTA (or other providers).</p>
<p>7.3.2 Develop leading practice education for employers on equity and inclusion, and other retention strategies specific to a career as a professional truck driver</p>	<p>There are upfront costs associated with developing guidance for employers, and for employers to implement progressive programs.</p>



Options that are Lower in Complexity

Option	Lower Complexity Option Consideration
<p>7.1.2 Incorporate realistic job previews along with career promotion to ensure candidate “fit” with the nature of work/lifestyle options for a professional truck driver</p>	<p>This option is considered best implemented by the MTA in collaboration with carriers as there are upfront costs associated with the professional development of videos, tools, and compensation of Ambassadors that may be a barrier for individual carriers.</p>
<p>7.1.3 Target recruitment and address barriers to attract women, Indigenous people, and youth to the trucking industry</p>	<p>Aspects of this option can be implemented quickly, if not immediately. E.g., efforts can begin to start building relationships with Indigenous communities, exploration of broader use of Trucking HR Canada funding programs for women, equity seeking groups, and student placements.</p>
<p>7.3.1 Implement self-screening tools as part of recruiting efforts</p>	<p>Upfront costs are low, and an industry standard can support prospective candidates and carriers of all sizes in identifying recruits that are likely to stay in the industry for the long term.</p>

1 Introduction

1.1 Background

The trucking industry is highly dependent on the number and quality of its people and is a human resource-dependent industry. Professional truck drivers are front-line workers in this industry, critical to enabling the smooth flow of goods and materials that keep the economy functioning. Ensuring a sufficient supply of qualified, professional truck drivers has been a challenge in the industry across Canada for several years and these challenges are only increasing. Professional truck drivers are a vital part of the supply chain in a critical industry, and essential service, that supports each of our needs in our everyday lives.

This research was commissioned by Manitoba Trucking Association on behalf of the Joint Steering Committee representing both Government and Industry. The purpose of this report is to present the findings from primary and secondary research conducted to identify leading practices and program and policy options to enhance the recruitment, training, and retention of professional truck drivers in Manitoba. This report is outlined to present the current state and future state of the trucking industry, truck driver and labour market in Manitoba and Canada, identify comparative elements from other jurisdictions, summarize leading practices observed within and outside the industry, and present program and policy options for consideration.

1.2 Project Scope and Objectives

This research study is focused on better understanding the recruitment, training, and retention of professional truck drivers. It is intended to support Government and industry in the development of a qualified workforce that will meet the current and long-term needs of the trucking industry in Manitoba. The main objective of this work is to provide evidence-based programs and policy options for consideration by the Government of Manitoba and the Manitoba Trucking Association (MTA). The objectives of this study included the following:

- Describe, based on published reports, the current and future state of the labour market for truck drivers in Canada as well as the factors that are currently impacting and will impact the next 5 years of the truck driver labour market
- Identify leading practices in other jurisdictions to address workforce development in the trucking industry
- Engage stakeholders to gather insights and opinion about the recruitment, retention, and training of professional truck drivers
- Compile a summary of best practices in the recruitment, retention, and training of truck drivers
- Provide program and policy options and supporting analysis for the recruitment, retention, and training of truck drivers.

1.2.1 Limitations

The study focused on research of options for recruitment, retention and training of professional truck drivers that could help increase the labour force in Manitoba. Targeted stakeholder engagement through focus groups was used to gather insights into the current challenges experienced in Manitoba and help understand the potential value of policies and programs of other jurisdictions. This stakeholder engagement was not intended to replace broader stakeholder engagement to evaluate support once policy or program options are considered for implementation.

The stakeholder engagement for this study therefore has two main limitations for broader application: sample size limitation and selection bias.

MNP conducted a focus group interview with seven (7) industry carriers out of approximately 475 trucking companies with headquarters in the province. Further, nine (9) out of 28 training schools participated in the focus group interviews, while eight (8) out of approximately 14,700 truck drivers were interviewed for the study. The information gathered from a small sample size is not intended to represent every carrier, training school or drivers individual view but provides insights and perspectives on the current state of the industry. The results of this engagement are identified as common themes and should not be considered to be a representative sample from all stakeholders in the industry.

In addition to sample size limitations, selection bias is another limitation of the study. MNP engaged industry stakeholders (carriers and truck drivers) that were identified and recommended by MTA. This may exclude certain aspects of or perspectives on the industry. Further, the truck drivers for the interviews had extensive truck driving experience with an average of 30 years of experience and no experience with the current Class 1 training. MNP asked these drivers for their insights based on their experience with supporting new drivers who join their companies.

2 Data Collection and Research

2.1 Document Review

MNP conducted this study using multiple data collection methods and sources and sought both qualitative and quantitative information. The approach allowed for multiple lines of evidence to support findings. MNP researched information on recruitment, training, and retention of truck drivers in Canada and North America from both academic and non-academic literature published by reputable industry and government sources. Table 1 summarizes the sources for secondary research.

Table 1 – Sources for Secondary Research Literature Review

Manitoba Government and Industry	Canadian Government and Trucking Industry
Manitoba Public Insurance	Government of Canada
Government of Manitoba	Statistics Canada
Manitoba Trucking Association	IBIS World
	Canadian Trucking Alliance

Other Canadian Jurisdictions	
Insurance Corporation of British Columbia	Ontario Trucking Association
Government of Alberta	Société de l'assurance automobile du Québec
Government of Saskatchewan	Association du Camionnage du Québec
Saskatchewan Government Insurance	Comité sectoriel de main-d'œuvre de l'industrie du transport routier
Government of Ontario	Trucking HR Canada
Office of the Auditor General of Ontario	

MNP also received and reviewed documentation provided by participating stakeholders. All sources are listed in the References section.

2.2 Key Stakeholders and Engagement Approach

MNP conducted interviews and focus groups with representatives of the government, trucking industry, and training providers to gather information and insights on current practices in Manitoba and across Canada. MNP conducted initial interviews with Economic Development Investment and Trade (EDIT), Manitoba Public Insurance (MPI), and Manitoba Trucking Association (MTA) to understand perspectives on existing models, requirements and processes, challenges, and opportunities. In addition, MNP completed:

- Interviews with nine (9) joint steering committee members
- Interviews with eight (8) truck drivers
- One (1) focus group with Manitoba carriers
- Two (2) focus groups with training providers

Participants in focus groups were also invited to submit additional input privately by answering the questions in the guide. One (1) response was received from industry and one (1) from a training provider.

MNP conducted primary research on truck driver recruitment, training and retention policies and practices in British Columbia, Alberta, Saskatchewan, Ontario, and Quebec through interviews with representatives in each jurisdiction, as well as representatives from Trucking HR Canada and the Atlantic Trucking Sector Council:

2.3 Leading Practice Research

In addition to learning from other jurisdictions' leading practices, MNP conducted secondary research to identify the current best practices in the industry, including studies published by Trucking Human Resources (HR) Canada, and program information, news articles, and reports published by reputable and reliable industry and government sources. MNP also brought forward insights from its extensive experience in strategic and tactical HR management and previous studies on best practices in recruitment, retention, and training.

3 Labour Market Conditions

3.1 Definition of Professional Truck Driver

According to the National Occupational Classification Professional Truck Drivers are defined as follows:

“Transport Truck Drivers operate heavy trucks to transport goods and materials over urban, interurban, provincial, and international routes. They are employed by transportation, manufacturing, distribution and moving companies, and trucking employment service agencies, or they may be self-employed” (Statistics Canada, 2018).

The main duties of transport truck drivers include, but are not limited to:

- Operate and drive primarily tractor-trailers, long-combination vehicles and straight-body trucks weighing over 4500 kg to transport goods and materials over long distances.
- Perform pre-trip, enroute and post-trip inspections of vehicle systems, equipment, and accessories.
- Record cargo information, hours of service, distance travelled and fuel consumption.
- Plan trip logistics.
- Obtain special permits and other documents required to transport cargo on international routes.
- Communicate with dispatcher, other drivers and customers using communication devices.

The qualifications for professional truck driving are:

- A valid Class 1 license.
- Air brake endorsement (Z) is required for drivers who operate vehicles equipped with air brakes.
- Transportation of dangerous goods (TDG) certification is required for drivers who transport hazardous products or dangerous goods.
- Completion of an accredited driver training course.

Trucking in North America is divided into three (3) main categories: Long Haul trucking, regional trucking, and Local Trucking (IMMI Group, 2022).

- **Long Haul trucking** – also known as over-the-road (OTR), refers to truck drivers hauling freight across Canada and the United States. Truck drivers are spending from weeks to several months on the road for any given job. Salary for long-haul truck drivers is based on a kilometer or a percentage of line-haul revenue or a percentage of the total revenue of the load. With long-haul trucking, truck drivers perform fewer jobs by travelling further for each job.
- **Regional trucking** – refers to hauling freight in specific parts of Canada, usually broken up into divisions like West Coast, Prairies, Central Canada, or the Maritimes. A regional driver spends a week or two at a time on a job. Salary for regional truck drivers is also based on a kilometer or a percentage of line-haul, however, will be somewhat less than long-haul drivers, depending on the number of trips completed.
- **Local Trucking** – refers to hauling the same cargo to the same place daily. Local drivers generally go home daily and will usually require a Class 3 license as they drive straight-body trucks and not semitrailers or 18-wheelers. Local drivers are paid by the hour and earn significantly less than long-haul or regional drivers.

Professional Truck drivers can either be company truck drivers or owner-operator truck drivers (Schneider, 2020). The largest distinction between these two classifications is that the company truck driver drives a semi-truck provided by the company while the owner-operator truck driver is an independent business that owns the truck and contracts out services to trucking companies. Table 2 summarizes the difference between company truck drivers and owner-operator truck drivers.

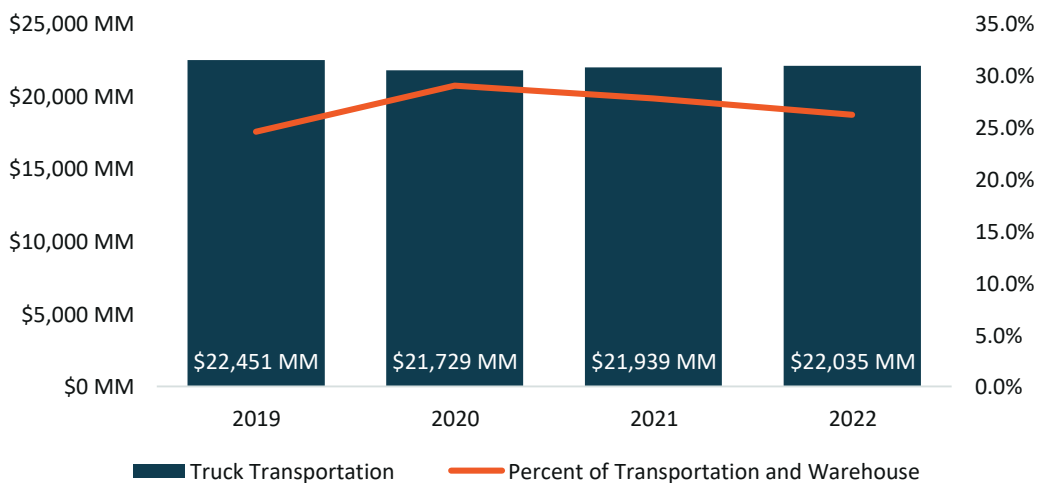
Table 2 - Comparison Between Company Truck Driver and Owner-operator Truck Driver

Company Truck Driver	Owner-Operator Truck Driver
Main responsibility is to pick up and deliver loads	Main responsibility is owning and operating a business – including finding freight, managing expenses, and hauling freight.
Picks up freight assigned by dispatch	May choose to contract to haul freight via a broker
Does not pay for fuel, truck maintenance or insurance on truck	Responsible for all expenses related to owning a truck and a trucking company.
Paid by the kilometre or a percentage of line-haul	Paid by selecting freight to haul and received either kilometre pay or an all-in/flat rate from each load.

3.2 Gross Domestic Product (GDP) of Truck Transportation

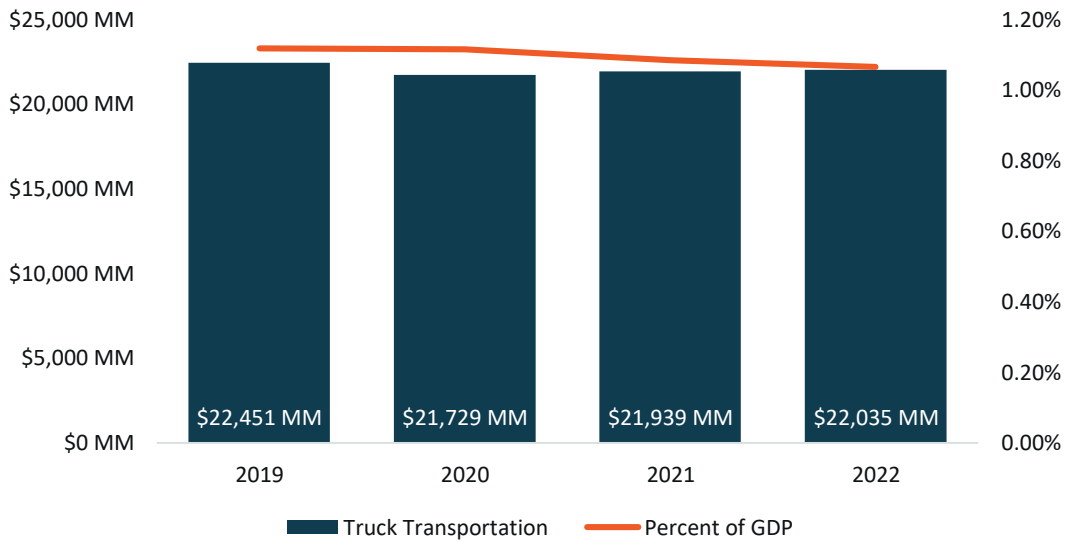
According to Statistics Canada (Statistics Canada, 2023), the Truck Transportation industry experienced relatively low changes in the gross domestic product (GDP) from 2019 to 2022, through the period of the Covid-19 pandemic. The industry experienced a -3.2% change in 2020 and almost recovered in 2022, with a GDP reaching almost the same level as the 2019 GDP. Truck Transportation is seeing an increase in GDP contribution to the Transportation and Warehouse industry. Pre-COVID-19, Truck Transportation accounted for 24.5% of the Transportation and Warehouse industry GDP; increasing to 26.1% in 2022. (Figure 1).

Figure 1 - Truck Transportation Gross Domestic Product compared to the Transportation and Warehouse Industry



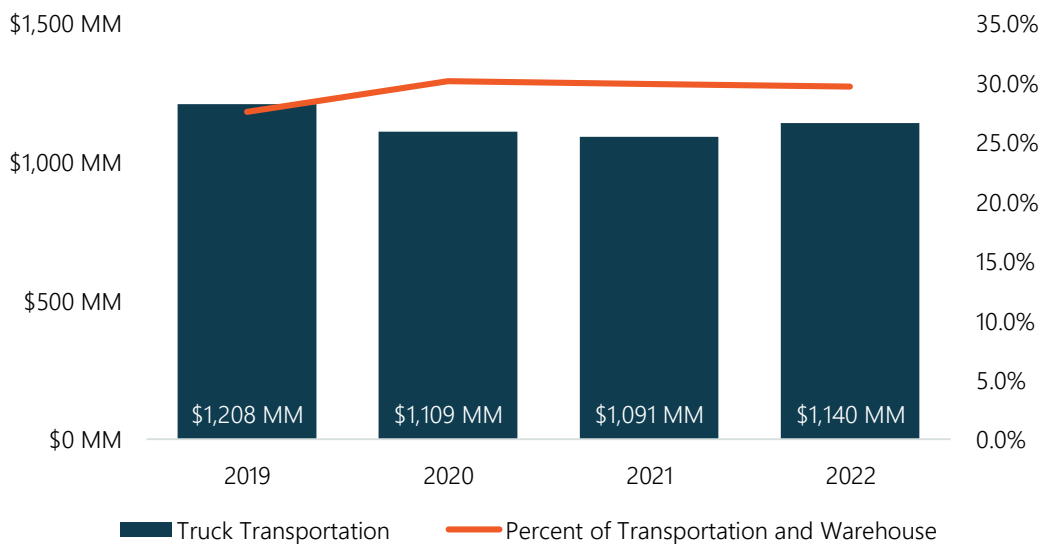
Truck Transportation was able to maintain a 1.1% contribution to Canada’s GDP over the last 4 years, as presented in Figure 2. This trend indicates a consistent demand in the industry and continues to be an “essential” commodity in the Canadian economy as the country recovers from COVID-19.

Figure 2 - Truck Transportation Gross Domestic Product (GDP) compared to Canada’s GDP



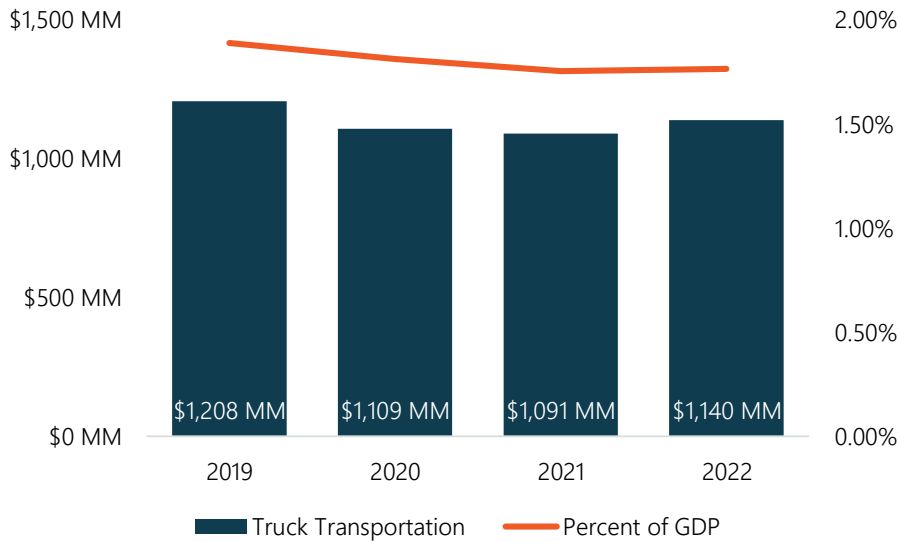
Truck Transportation in Manitoba was able to contribute higher to the Manitoba’s Transportation and Warehouse industry during the pandemic and maintained the increase in contribution in 2022. Figure 3 shows the GDP for truck transportation between 2020 and 2021 has slightly decreased but the 2022 GDP has recovered closer to the 2019 GDP. Further, the average GDP contribution of truck transportation to Manitoba’s Trucking and Warehouse GDP from 2020 to 2022 is 29.9% compared to the GDP contribution of 27.5% in 2019.

Figure 3 - Manitoba’s Truck Transportation Gross Domestic Product (GDP) contribution to the Province’s Transportation and Warehouse Industry GDP



Manitoba’s Truck Transportation was able to maintain the level of GDP contribution to the province’s overall GDP during the pandemic (Figure 4). The industry continued to contribute at least 1.75% to the province’s GDP, however, the contribution in 2022 is still below the contribution pre-pandemic with 1.89% in 2019 and 1.76% in 2022.

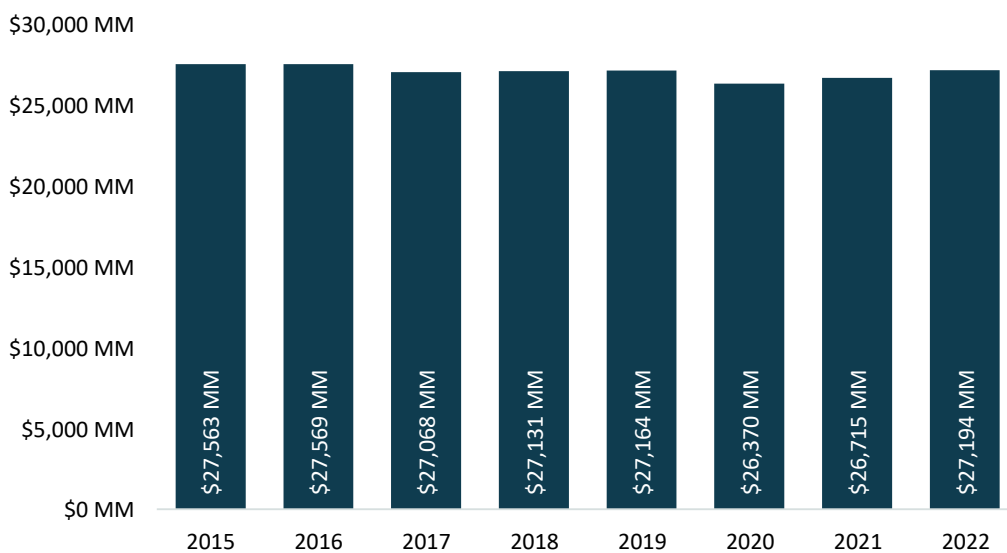
Figure 4 - Manitoba's Truck Transportation Gross Domestic Product (GDP) compared to Manitoba's GDP



The revenue of long-haul freight trucking in Canada has been consistent since 2019 with an average annual revenue of \$26.8 Billion (

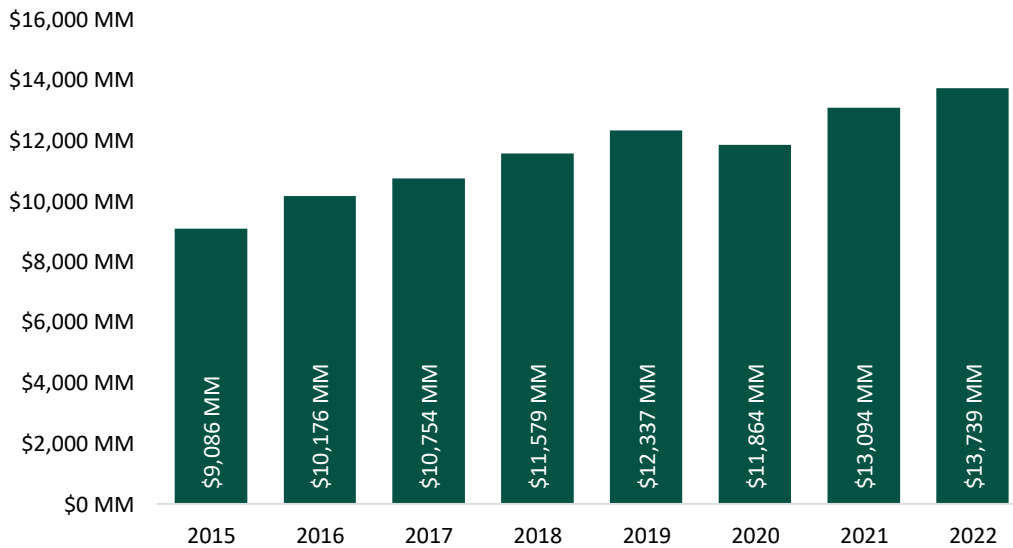
Figure 5). Although a slight drop in revenue was seen in 2020 due to COVID-19, revenue in 2022 returned to the same level as pre-COVID-19.

Figure 5 - Annual Revenue of Long-haul Freight Trucking in Canada from 2019 to 2022 (IBIS World, 2022)



The revenue of local freight trucking in Canada has also been consistent since 2019 with an average annual revenue of \$12.8 Billion (Figure 6). Local trucking recovered from COVID-19 in 2021, with annual revenue larger than in 2019 by 6.1%.

Figure 6 - Annual Revenue of Local Freight Trucking in Canada from 2019 to 2022 (IBIS World, 2022)



3.3 Supply and demand conditions in Canada/Manitoba

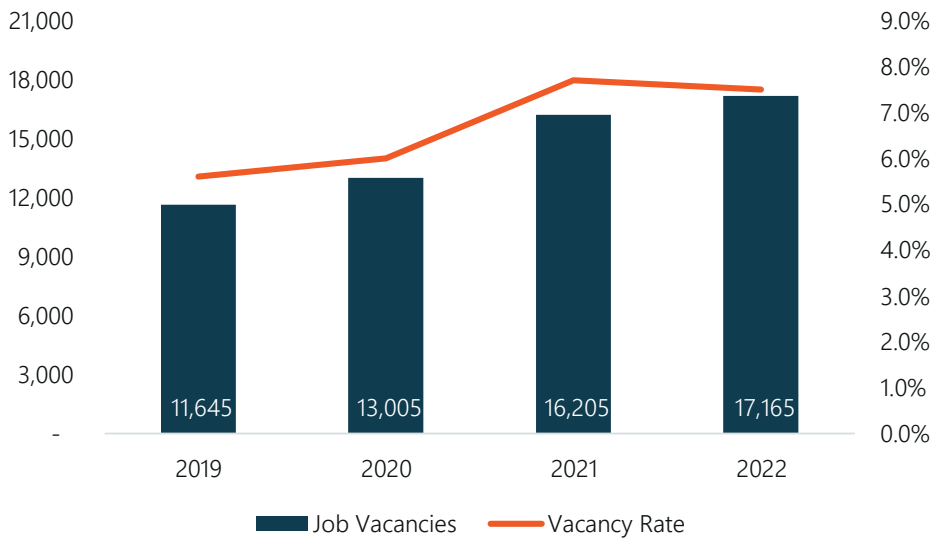
According to the Labour Market Snapshot published by Trucking HR Canada in April 2023 (Trucking HR Canada, 2023), the overall health of the transport truck driver workforce is struggling with excess demand for professional truck drivers. This is based on the number of vacancies and the vacancy rates of positions in the industry. The number of vacancies is an indication of a job or position which has not been filled in the industry; while vacancy rate is the proportion of jobs in an industry that are vacant.

The number of vacancies and the national vacancy rate for transport truck driver have soared throughout 2022, indicating that the labour market is struggling with recruitment and retention to keep up with demand to support the growing economy. Manitoba also experienced a similar trend.

3.3.1 In the Current Labour Market

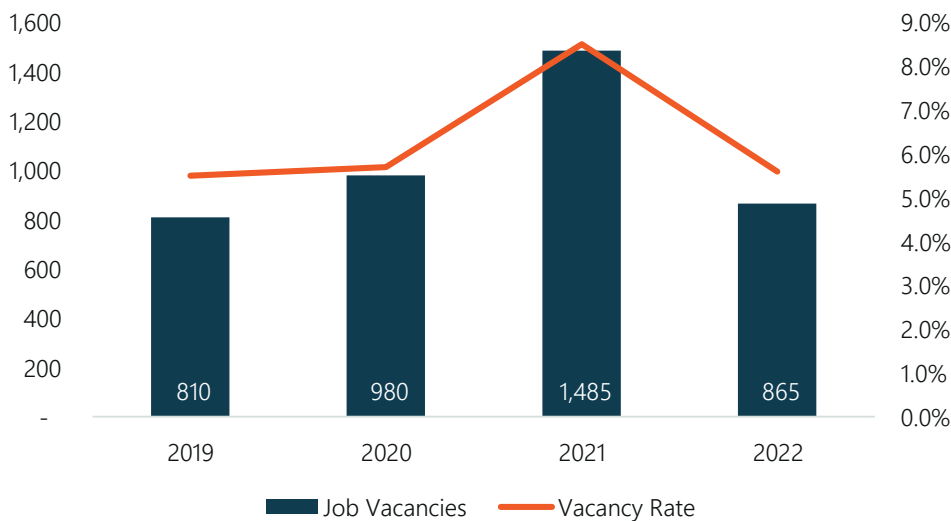
According to Statistics Canada (Statistics Canada, 2023), between 2019 and 2022, the job vacancies in the truck transportation industry in Canada have increased by 47.4%, with an average year-over-year increase of 14.1. Similarly, the vacancy rate between 2019 and 2022 has grown from 5.6% to 7.5%. Figure 7 illustrates the current labour market trend and indicates a steady increase in job vacancies and vacancy rates.

Figure 7 - Yearly Job Vacancy and Vacancy Rate in Canada for Truck Transportation Industry from 2019 to 2022 (Statistics Canada, 2023)



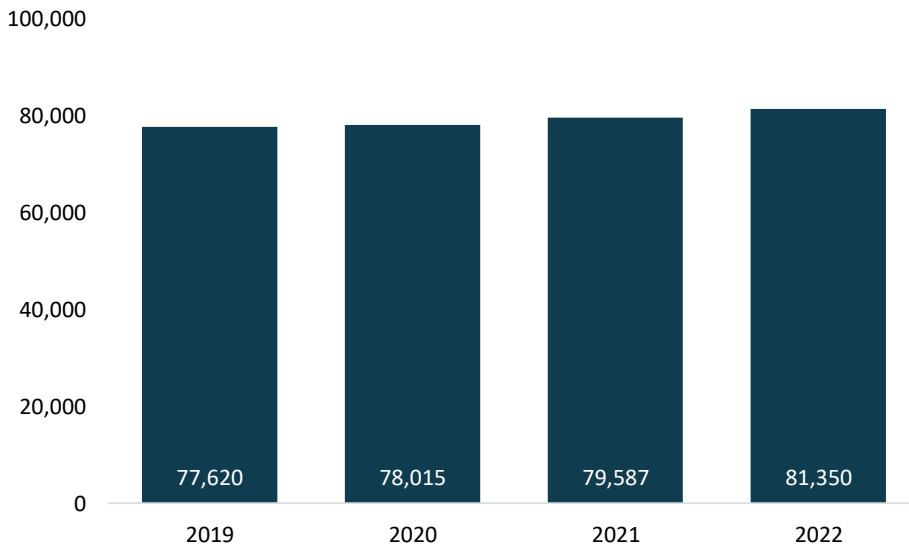
Job vacancies for Truck Transportation in Manitoba increased significantly in 2021 by 51.5%, before returning to pre-pandemic levels in 2022. The job vacancy rate in the province has a similar trend to the job vacancies where a spike was observed in 2021, but rates returned to pre-pandemic levels. The annual job vacancy and vacancy rate in Manitoba are illustrated in Figure 8.

Figure 8 - Yearly Job Vacancy and Vacancy Rate in Manitoba for Truck Transportation Industry from 2019 to 2022 (Statistics Canada, 2023)



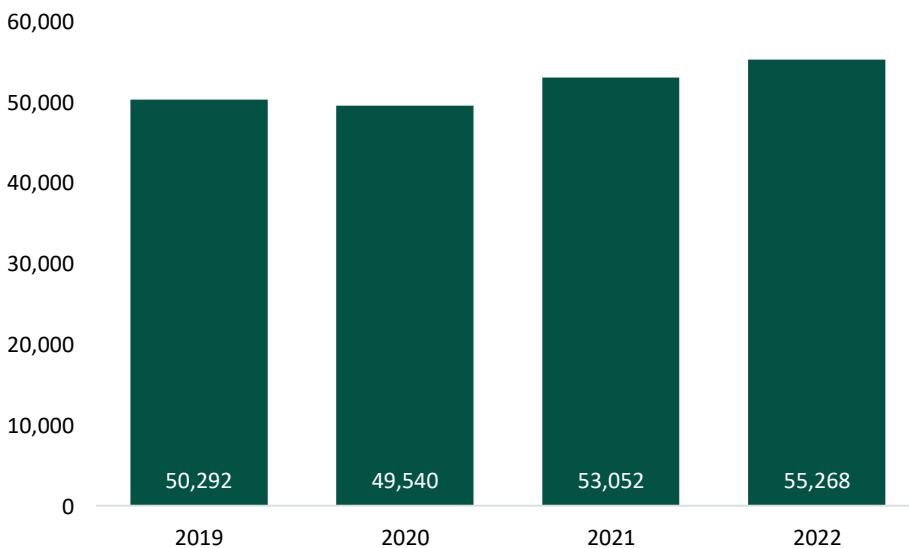
Historical data shows that employment in long-haul truck driving in Canada has been consistent from 2019 to 2022 with an average of 79,143 long-haul truckers employed each year (Figure 9). The employability of long-haul truck drivers during the pandemic continued to grow as the profession was considered “essential workers”.

Figure 9 - Employment of Long-Distance Truck Drivers from 2019 to 2022 (IBIS World, 2022)



Similarly, historical data on employment in local truck driving in Canada shows a consistent growth from 2019 to 2022, however, a 1.5% drop was observed in 2020 (Figure 10). The average employment unit for the period is 52,038 local truckers employed each year. Compared to long-haul truck driving with a 4.8% growth in employment between 2019 and 2022, local truck driving has seen a 9.9% growth for the same period.

Figure 10 - Employment Unit of Local Truck Drivers from 2019 to 2022 (IBIS World, 2022)



As the national and global economy is starting to recover from the economic impact of COVID-19, employment in truck transportation is expected to grow. Over the next five years, the number of long-haul truck drivers is expected to grow 8.8% to reach annual employment of 88,536 by 2028 (Figure 11), while local truck drivers are expected to grow 14.5% for the same period, reaching annual employment of 63,295 by 2028 (Figure 12). The growth in employment is due to rising levels of consumer spending and the expected increase in trade activity

with the United States (IBIS World, 2022). The total value of retail sales is expected to increase 1.85% over the five years to 2027 due to rising levels of consumer spending, increasing the overall demand for industry services. Further, the total trade value forecast with the United States is expected to grow an annualized rate of 3.1% over the five years to 2027. Overall, long-haul truck industry revenue is expected to grow at an annualized rate of 1.0% to \$28,500 million over the five years to 2027, while the local-haul truck industry revenue is expected to grow annualized rate of 2.0% to \$15,200 million over the same period (Figure 13).

Figure 11 - Annual Forecast of Employment Unit for Long-Distance Truck Drivers from 2023 to 2028 (IBIS World, 2022)

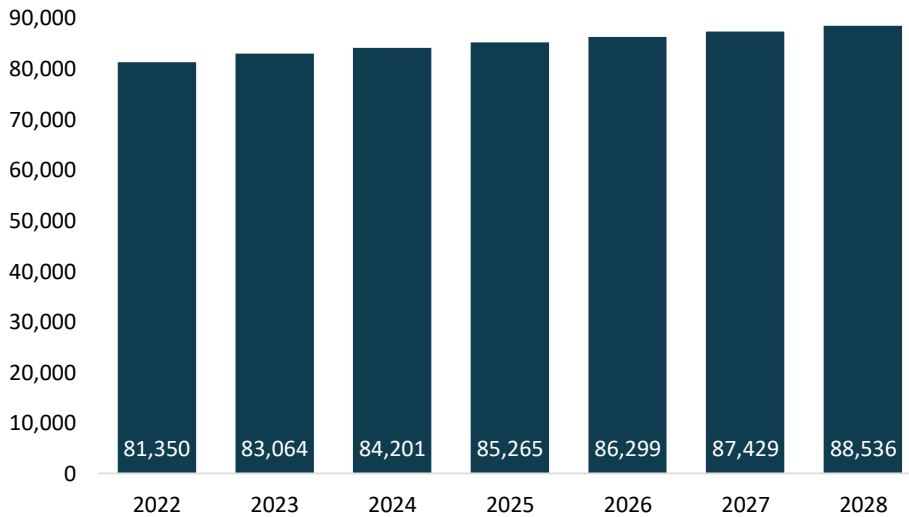


Figure 12 - Annual Forecast of Employment Unit for Local Truck Drivers from 2023 to 2028 (IBIS World, 2022)

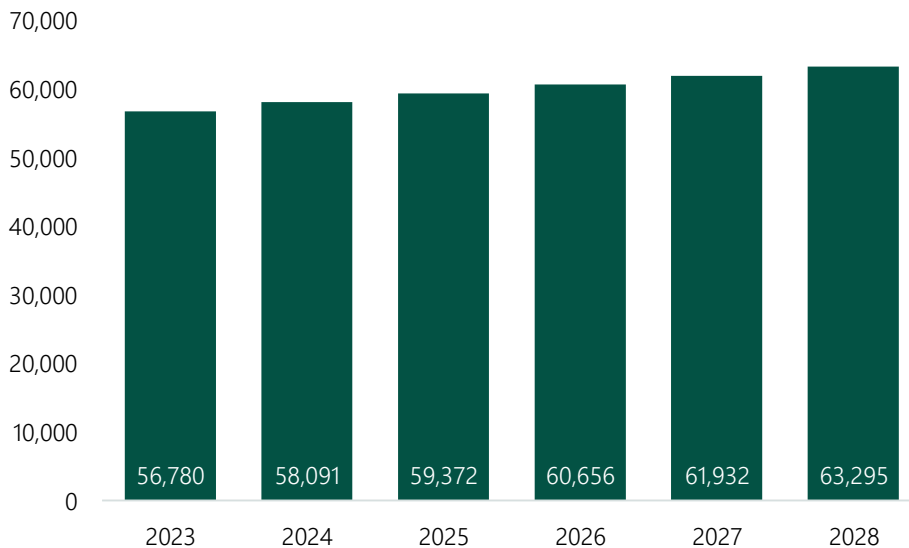
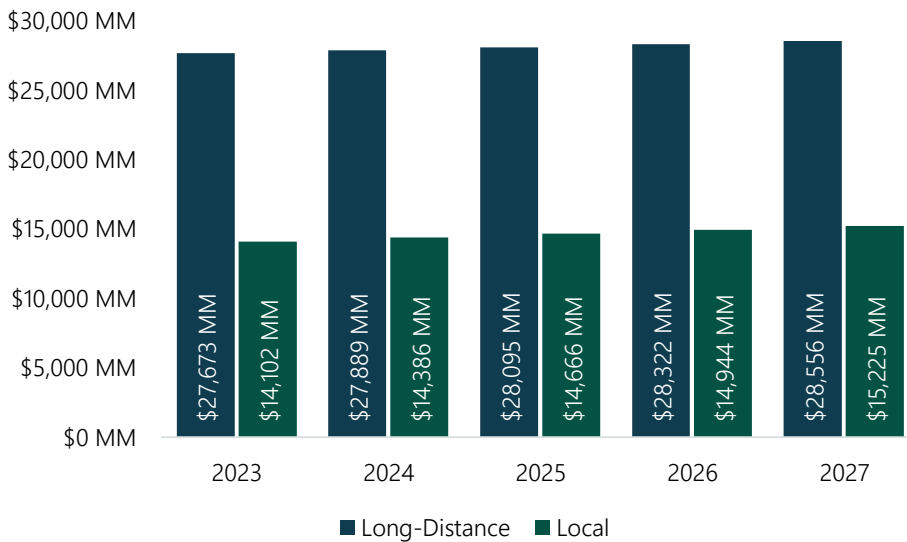


Figure 13 - Revenue Forecast for Long-haul Trucking and Local-Haul Trucking from 2023 to 2027 (IBIS World, 2022) and (IBIS World, 2022)



3.4 Factors influencing supply and demand

While supply and demand are fundamental concepts of economics, the definition of supply and demand in the trucking industry refers to the logistical movement of goods and services. Supply is defined as the labour required for the movement of goods and services, such as truck drivers and trucking companies; while demand is the actual goods and services available for movement (First Call Logistics, 2021).

Similar to the economic relationship of supply and demand, low carrier supply with high shipper demand leads to a price increase in freight rates. Inversely, high truck driver supply with low shipper demand leads to price decreases. The shortage of truck drivers in the country combined with increased shipper demand is expected to lead to a price increase in freight rates (First Call Logistics, 2021).

According to Trucking HR Canada, nationally, the factors that are affecting the supply of truck drivers are the public perception of the profession and challenges with access to funding for individuals and employers for training. The perception of the profession means the younger generation and women are less likely to consider a career in industry. The perception of longer hours, poor work-life balance, and limited career development are the main reasons the profession is less desirable. In addition, candidates lack the financial resources to complete the necessary training and potential drivers can be lost to other industry sectors, that require drivers such as agriculture, construction, and resource industries.

4 Current Manitoba Programs

The following sections provide a detailed summary of current Manitoba programs and practices for recruitment, training, and retention, as well as insights from stakeholder engagement in the trucking industry from government, industry, and training schools.

4.1 Recruitment Practices

4.1.1 Industry

Industry carriers are responsible for the recruitment activities of professional truck drivers. Carriers recruit local workforce through traditional marketing such as career fairs, print ads, and radio ads; and digital marketing such as social media, company website, and online job posting (e.g., Indeed, Kijiji, and LinkedIn.).

Non-profit organizations, such as the MTA and Trucking Human Resources (HR) Canada, also support industry carriers with resources relevant to recruitment such as promoting funding opportunities, publishing relevant information, participating in career fairs, and partnering with industry leaders to identify and promote opportunities in the province.

Trucking HR Canada provides employers with financial incentives for recruitment efforts through the THRC Career ExpressWay initiative. The initiative offers five unique streams:

- **Student Work Placements** – the program is aimed to increase the job readiness of students registered in post-secondary programs by a wage subsidy of up to 70% of the cost, with a maximum cap of \$7,000, for every student work placement provided.
- **Driver Training Grants for All Ages** – the program provides funding to cover the cost of entry-level training, onboarding newly trained drivers, and additional training of current employees who are looking to upskill into a driving role. The grant includes up to a \$10,000 Driver Training Grant and up to a \$10,000 Wage Incentive.
- **Wage Incentive for In-demand Jobs** – the program is directed to support employers who are successful in the recruitment of new employees for in-demand occupations in the trucking and logistics sector. Employers are eligible to access up to \$10,000 per new employee.
- **Employer Wage Incentives for Youth** – the program is aimed to increase the younger generation (under 30) of workers in the trucking and logistics sector. Employers who are successful in the recruitment of under 30 employees are eligible to access up to \$10,000 in wage subsidy per employee.
- **Training Grants for New Youth Driver Recruit** – the program provides up to \$10,000 in driver training subsidies to employers who identify, prepare, train, and integrate young Canadians currently experiencing barriers to meaningful, well-paying, and stable employment opportunities in the trucking and logistics sector.

4.1.2 Government

There are currently no provincial programs specific to the recruitment of professional truck drivers. Industry carriers have the primary responsibility for the recruitment of professional truck drivers. In addition to the recruitment effort of the industry mentioned above, industry carriers often depend on foreign workers which

are subject to work permits supplied by the Department of Labour and Immigration. These two options are not specific to truck drivers.

4.1.2.1 Labour Market Impact Assessment (LMIA) (Government of Canada, 2023)

The Labour Market Impact Assessment (LMIA) is a federal program designed to grant a work permit to foreign workers. Potential employers must prove that there is a demand for the position and an insufficient supply of qualified Canadian workers. A positive LMIA, also called a confirmation letter, shows that there is both a need for a foreign worker to fill the job and no Canadian worker or permanent resident is available to perform the job. Foreign workers can apply for a job-specific work permit once the potential employer receives the confirmation letter.

An open work permit is another work permit granted to a foreign worker that is not job specific. The federal government may issue an open work permit without a positive LMIA, or a job offer for potential workers. Foreign workers are eligible for an open work permit if they are (not an exhaustive list):

- International student who graduated from a designated learning institution and is eligible for the Post-Graduation Work Permit Program
- Refugee, refugee claimant, protected person or their family member
- Temporary resident permit holder
- Permanent residence applicant

4.1.2.2 Manitoba Provincial Nominee Program (MPNP)

The Manitoba Provincial Nominee Program (MPNP) (Immigrate Manitoba, N.D.) is the Government of Manitoba's permanent immigration program in which non-Canadians can apply for permanent residency through a temporary work permit in the province. The MPNP guarantees the temporary worker may stay in Canada for at least two years to qualify for permanent residency (PR).

Foreign workers can apply for Permanent Residency in one of three pathways: Skilled Worker, International Education, and Business Investor. Foreign truck drivers fall under the Skilled Workers pathway, which has two streams:

- Skilled Worker in Manitoba – for qualified temporary foreign workers and international student graduates who are currently employed in Manitoba and have been offered a permanent, full-time job with a Manitoba employer.
- Skilled Worker Overseas – for qualified skilled workers who may be outside of Canada but who can demonstrate a strong connection to the province. A skilled worker who is already in Canada may also be eligible for this category.

4.1.3 Training Schools

There are no programs from training schools specific to the recruitment of professional truck drivers. The training schools receive students referred from industry or funding programs.

4.2 Training Policies and Programs

4.2.1 Government

To obtain a Class 1 licence, the following requirements must be met:

- Hold a minimum Class 5 Full driver's license
- Be at least 18 years of age
- Meet the visual and medical standards
- Pass the Air Brake Knowledge test
- Completion of Class 1 mandatory training
- Pass a road test

In September 2019, Manitoba implemented mandatory training for all applicants for a Class-1 license before attempting the Class-1 road test. The mandatory training can be completed in the following forms:

- Mandatory Entry Level Training (MELT), consisting of 121.5 hours of in-class, in-yard, and in-cab instruction;
- A MELT-equivalent program from a recognized Private Vocational Institution (PVI) driving school offering a 244-hour pre-employment program; or
- Completion of a recognized MELT certification from another jurisdiction.

Authorized Instruction, or Stage A, licences are issued to learner drivers who are exempt from Manitoba's Graduated Driver's Licensing (GDL) program, but subject to driver examination to obtain the desired license. One must complete the Class 5 driver's test and the 15-month intermediate stage to be classified as a GDL graduate or Class 5 Full driver. But Stage A licenses may be issued to:

- An experienced driver whose licence is changed to Learner due to a test failure.
- An experienced driver from out-of-province who is required to take driver testing upon transferring to a Manitoba driver's licence.

Stage A drivers must meet certain conditions while operating semi-trailer trucks. Class 1 Stage A license holder must:

- Be accompanied by a supervising driver who holds a valid driver's license (a full driver's license for at least three years, of which at least two years are in Class 1); and
- Renew the Class 1A license each year, if needed.

4.2.1.1 Training Programs: Summary

As noted above, mandatory training is required for drivers to obtain a Class 1 driver's license. The Mandatory Entry-Level Training (MELT) and Private Vocational Institution (PVI) 244-hour pre-employment program both cover the essential knowledge and skills to safely operate a semi-trailer truck. An overview of the MELT and PVI 244-hour program is shown in Table 3.

Table 3 - MELT Program and 244-Hour Program Overview

	Mandatory Entry-Level Training (MELT)	PVI 244-hour Program
Total Hours	121.5 hours	244 hours
In-class hours	40.5 hours	80 hours
In-yard hours	40 hours	80 hours
In-cab hours	41 hours	80 hours
Additional Hours		4 hours of vehicle use for testing
Regulatory Body	Manitoba Public Insurance (MPI)	Advanced Education and Training: PVI Branch and Apprenticeship Manitoba
Tuition	\$4,500 - \$8,000	\$9,000
Funding	Employers can apply for funding through Canada-Manitoba Job Grant	Funding is available through EDIT; Funding limit of \$15,000, including living expenses if qualify (maximum tuition \$9,000)
Number of providers	37 MELT Providers	14 PVI's
Enrollment Data		
2020	1,900	601
2021	1,500	1,047
2022	1,200	1,087

4.2.1.2 Mandatory Entry-Level Training (MELT)

The Mandatory Entry-Level Training (MELT) program is the minimum requirement to take the Class 1 practical road test. The program includes 121.5 hours of training, consisting of 40.5 hours in-class, 40 hours in-yard and 41 hours in-cab.

The MELT Curriculum consists of ten (10) lessons delivered through instructional materials including PowerPoint, textbook, and exercise books. The curriculum is as follows:

- Lesson 1: Orientation to Trucking
- Lesson 2: Vehicle Components and Systems
- Lesson 3: Air Brakes
- Lesson 4: Vehicle Inspections
- Lesson 5: Basic Driving Strategies
- Lesson 6: Professional Driving Techniques
- Lesson 7: Backing and Coupling

- Lesson 8: Trip Planning and Hours of Service
- Lesson 9: Cargo Securement
- Lesson 10: Dangerous Goods and Emergency Situations

The program cost is not regulated and ranges from \$4,500 to \$8,000. The competition, quality of training, and operating costs such as instructor salary are driving the range of prices among MELT program providers. Students are responsible for covering the cost of the MELT program. Employers are also able to support candidates through funding contributions and application for funding through Canada-Manitoba Job Grant.

Manitoba Public Insurance (MPI) is responsible for the regulation of program implementation, including creating and updating course materials, addressing licensing policy issues and driver testing considerations, as well as investigating inconsistencies or complaints received from the public or driver testing.

In addition, MPI is responsible for issuing instructor permits, driving school permits, and training vehicle regulation to both MELT Providers and PVI's. To receive a permit, a training school must meet the minimum requirements of safety and adequate facilities for training such as classrooms and yards. Once the permit is issued, MPI monitors the MELT program providers for compliance with the regulations, training standards, and other requirements.

Once a MELT program provider has a permit to operate, the training school can also apply for status as a private vocational institution (PVI) through Advanced Education and Training, to teach a 244-hour course, which is aimed at preparing students for a professional career in trucking. Training schools must develop and submit a PVI curriculum to Advanced Education and Training for approval. As of February 2022, four (4) MELT program providers have applied to be a PVI and currently, all four applications are on hold. Currently, there are 37 MELT only program providers and 14 PVI's that offer both MELT and 244-program in the province.

4.2.1.3 Private Vocational Institution (PVI) – 244-hour Program

The 244-hour program is delivered in private vocational institutions. The program includes 244 hours of training, consisting of 80 hours in-class, 120 hours in-cab, and 40 hours in-yard with 4 hours of vehicle use for testing. Two MPI road test attempts are included in the program.

Advanced Education and Training regulates the 244-hour program. The PVI Branch is responsible for the registration of private vocational institutions and Apprenticeship Manitoba is responsible for site inspections and the approval of the 244-hour curriculum submitted by the PVI's.

The cost of the 244-hour program can be subsidized through Economic Development Investment and Trade (EDIT). The funding is capped at \$15,000 per person, inclusive of living expenses such as daycare, transportation, and training supplies, with maximum tuition cost of \$9,000. PVI does not regulate the amount a PVI training school can charge for their course offering. Currently there are 14 PVI's that offer both MELT and the 244-hour program.

4.2.1.4 Workforce Training & Employment Branch

Manitoba Economic Development, Investment and Trade (EDIT) provides support to individuals who need training to find employment through the Skills Development program. While this program is not exclusive to trucking, the pilot program identified trucking as a target area. Applicants must be Canadian Citizens, Permanent Residents or Refugees and be residing in Manitoba to be eligible for the funding. Temporary Foreign Workers and Permanent Resident Applicants are not eligible for funding. A Conditional Offer of

Employment (COE) from a carrier and an Acceptance Letter from an accredited PVI must also be obtained to receive the funding for truck driver training.

In June 2018, EDIT expanded truck driver funding support beyond unemployed, underemployed, and job-threatened Manitobans to employed people from other industries to potentially move to the trucking industry. As a result, funding disbursement increased; however, the province continued to see a shortage of truck drivers. EDIT has identified that fit to the industry (e.g., not familiar with the demand of the job, long working hours, sleeping conditions, etc.) is the reason for the low impact on numbers of professional truck drivers.

Since September 2022, potential students must meet the following requirements, in addition to the COE and Acceptance letter, to be eligible for funding:

- Perform occupational research such as contacting at least four (4) trucking companies and connecting with training schools to determine the different programs available
- Submit a \$1,000 deposit, refundable after successful completion of the Class 1 license test

EDIT has also started asking PVIs to direct potential students to them for assessment, rather than allowing the PVIs to conduct their assessment and EDIT disbursing the funding.

4.2.2 Training Schools

Training schools are required to adhere to the regulations set by MPI and Advanced Education and Training to deliver the training programs. Included in these regulations are requirements for training instructors. MPI requires MELT instructors to have a 500,000 km long-haul or highway mileage experience and 6,000 hours of local driving experience, completion of the Class 1 (MELT) Instructor Preparation course delivered by MTA, completion of the Class 5 Instructor Knowledge Test, and completion of a Class 5 instructor road test.

Similarly, PVI instructors must possess either 24 months of actual occupational experience and either have graduated from a PVI, trade or vocational institution registered elsewhere in Canada on Class 1 driving and 36 months of experience as an instructor in the course or program, or 48 months of actual occupational experience in the vocation.

4.2.2.1 MTA Instructor Training

The Class 1 (MELT) Instructor Preparation course is a 4-module course on the Class 1 MELT curriculum developed by the MTA for MPI and delivered by the MTA. Students are trained in program delivery, classroom facilitation, curriculum theory, vehicle knowledge, and in-cab coaching. The program consists of 11 days in the classroom and a road test. The total cost of the program is \$2,950. According to the MTA, 22 people completed the Class 1 (MELT) Instructor Preparation course in 2022.

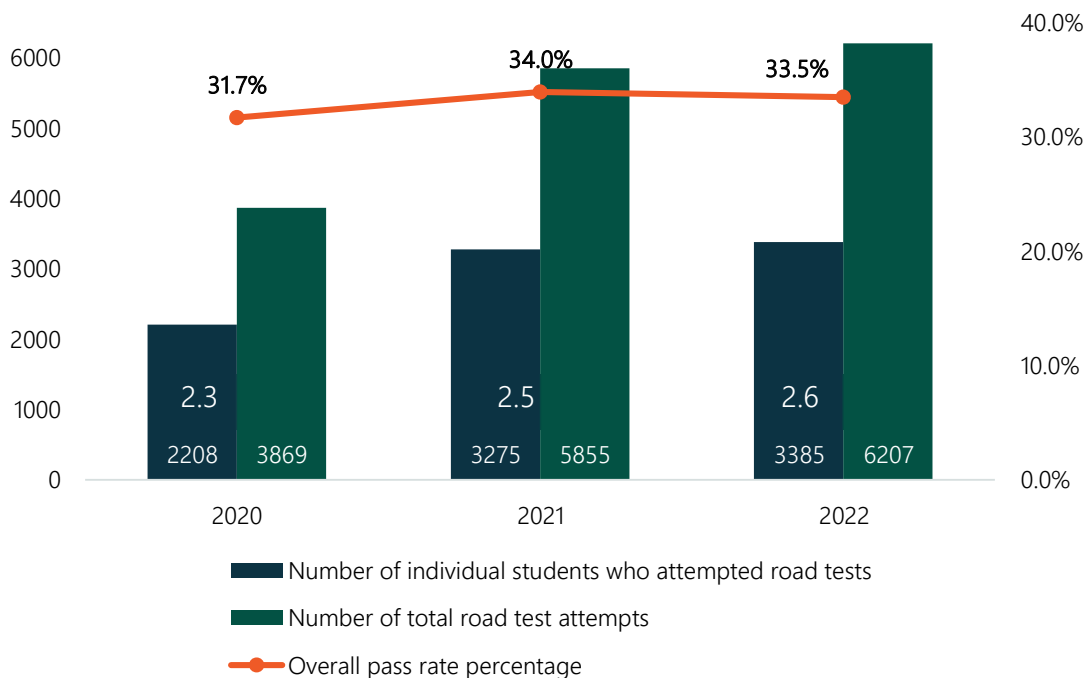
MTA also offers other instructor training courses: a one-day in-person or virtual In-cab Coach/Driver Mentor Training Course, a one-day Professional Driver Improvement Course (PDIC), a one-and-a-half-day in-class Long Combination Vehicles (LCV) Instructor Course, and two and half day Transporting Dangerous Goods Instructor Course.

4.2.2.2 Pass Rates and Statistics for MELT and 244-hour Program

The number of students who attempted the Class 1 road test increased from 2,208 in 2020 to 3,385 in 2022 (Figure 14). These students completed either the MELT or 244-hour program. The pass rates after two attempts

have remained consistent ranging from 31.7% to 34.0%. According to the data shared by MPI, the average attempt to pass the road test is increasing from 2.3 attempts in 2020 to 2.6 attempts in 2022.

Figure 14 - Pass Rate and Statistics for All Programs from 2020 to 2022



A similar trend can be seen for the MELT Program statistics from 2020 to 2022. The number of individual students who attempted the road test is increasing; the average attempts to pass the road test is increasing; and the pass rate has remained relatively consistent, averaging 32.8% over this period. The range of average attempts to pass the road test for the MELT program over this period is 2.5 to 2.7, versus 2.3 to 2.6 average for all programs (Table 4). This shows that MELT graduates take more attempts to pass the Class 1 road test than the Class 1 test takers overall. The pass rate and statistics on the MELT program are illustrated in Figure 15.

Figure 15 - Pass Rate and Statistics for MELT Program from 2020 to 2022

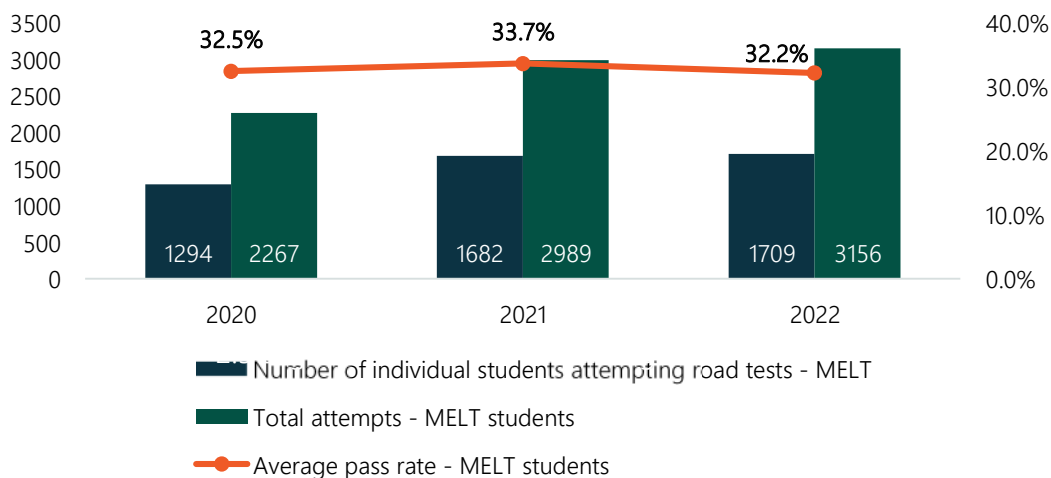
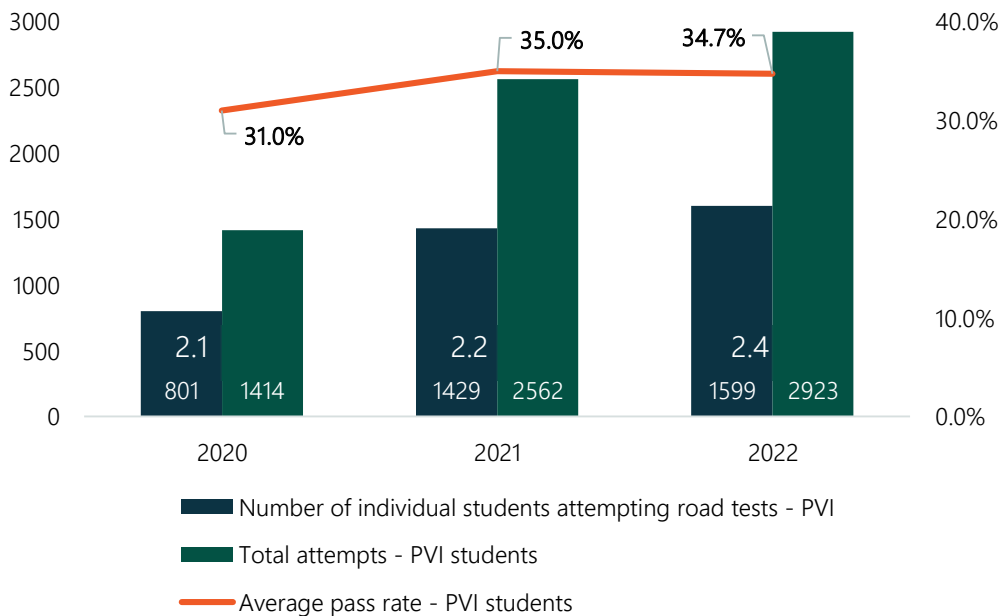


Table 4 - Comparison on Average Attempts to Pass Class 1 Road Test Among the MELT Program, the 244-Hour Program and All Programs per Year

Program	2020	2021	2022
MELT Program	2.5	2.7	2.7
244-Hour Program	2.1	2.2	2.4
All Program	2.3	2.5	2.6

The number of students who attempted the Class 1 road test with 244-hour program background is also increasing. The pass rate has also remained consistent, ranging from 31.0% to 35.0%. The range of average attempt to pass is lower than MELT, at 2.1 to 2.4 (Table 4). The pass rate and statistics on the 244-hour program are illustrated in Figure 16.

Figure 16 - Pass Rates and Statistics for 244-hour Program from 2020 to 2022



4.2.2.3 Pass Rates and Statistics of MELT Providers and PVIs

According to the MPI data collected for Quarter 4 2022, 15 out of 37 MELT Providers and 13 out of 14 PVI providers recorded students completing the Class 1 road test for the period. Based on Quarter 4 (Q4) 2022 data, the MELT Only Training Schools recorded an average pass rate of 32.1% compared to the 25.5% average pass rate of MELT + PVI Training Schools (Figure 17). Three (3) out of 13 PVI training schools offer only the 244-hour program recorded a significantly higher average pass rate of 42.8% compared to the average pass rate of MELT + PVI Training Schools of 28.0% (Figure 18). It is important to note that only three (3) schools delivered the PVI only program for Q4 and there is a significant range in results. The median pass rate is 28% for the PVI only program providers.

Figure 17 - Pass Rates and Statistics of MELT Providers for Quarter 4 2022

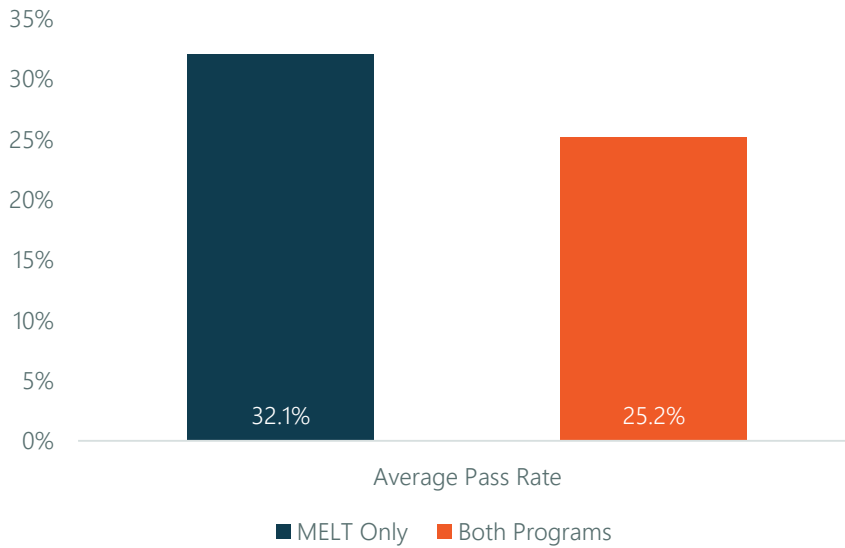
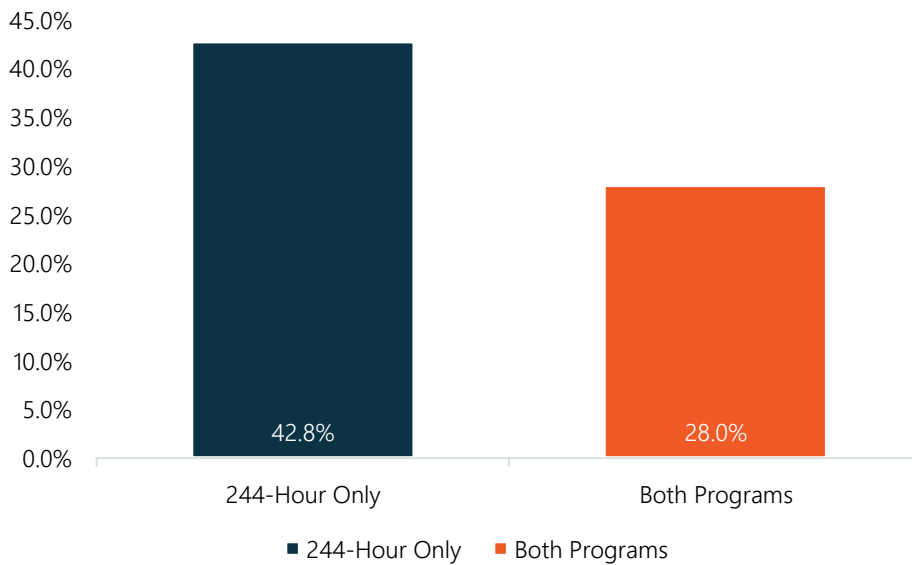


Figure 18 - Pass Rates and Statistics of 244-Hour Providers for Quarter 4 2022



The pass rate for PVI schools with students in both programs is lower than the pass rate from training schools with students on only one program (either MELT or 244-hour). This may indicate that a focused approach, where training schools are offering either MELT or the 244-hour program, has more success than training schools offering both programs.

4.3 Retention Programs and Practices

4.3.1 Government

There are no current retention programs offered by government in Manitoba. In 2018, EDIT funded a Retention Incentive Program (RIP) that reimbursed employers for a portion of onboarding expenses if they could retain employees for 6-month and/or 12-month periods. This program was operated by the MTA. Among 317 industry carriers registered for the MTA's corporate membership, only 19 companies applied for the RIP funding: ten (10) small companies and nine (9) large companies. Out of over 360 eligible individuals, only 88 participants went through RIP and only 41 had successfully met the 6-month and 12-month retention requirements. The MTA chose not to renew RIP after the program's agreement expired in March 2020.

4.3.2 Industry

Industry Carriers have the primary responsibility for retaining truck drivers. Benefits that carriers offer include, but are not limited to:

- Employee Compensation and Benefits Package (group benefits, pension, profit sharing, etc.)
- Referral Bonus program
- Flexible working schedule (truck-sharing option)
- Assistance for drivers transitioning to the owner-operator model

Others have also indicated non-tangible benefits, including:

- Building a culture based on safety
- Implementing training programs, including an onboarding program
- Open communication/open door policy

4.4 Insights from Stakeholder Engagement

4.4.1 Recruitment

4.4.1.1 Government Insights

The province is training well beyond the demand; however, the province continues to experience a supply shortage in the industry. This is shown through the number of annual licenses issued per year currently exceeding trucking industry demand by 20%. Training providers provided insight that out-of-province students and international students are training in Manitoba and may receive their Class 1 licenses in their home province after completing the training in Manitoba or leave the industry and the province altogether. Drivers may also seek employment in other sectors.

It was also indicated that international students may be using the trucking industry as a pathway to obtain permanent residency through MPNP. International students from other provinces will temporarily move to Manitoba, complete the trucking training, and be employed in the industry only until they receive permanent residency status.

Stakeholders have also indicated that a lack of proficiency in the English language is challenge. Regulators and roadside enforcement officers often cite insufficient English language skills when conducting roadside vehicle

checks, raising safety issues for enforcement officers. Other stakeholders have also reported that some drivers have difficulty reading safety manuals and understanding standards and safety protocols, creating public safety issues.

Another barrier to recruitment is perceptions of the job that the public has of the industry, including the ‘on-the-road’ lifestyle, safety risks, and other working conditions. These perceptions are creating barriers for women and the younger generation to consider the profession as a career path. Some candidates would sign up for the 244-hour program believing the profession provides flexibility to accommodate their schedule. It was indicated that women may look at the trucking industry as a career option, however, the perception and reality of the job are hindering them from considering the field. In addition, the public is not well informed of potential career advancement in the industry and may dismiss trucking as a career option.

4.4.1.2 Industry Insights

Industry carriers focus their efforts on local recruits and international students. However, these recruits lack trucking experience. Most carriers require at least 2 years of trucking driving experience with minimal moving violations; however, due to high demand, many carriers are hiring candidates who lack trucking driving experience, leaving carriers to build the skills of these drivers. As a result, some carriers are seeking foreign workers either through LMIA or MPNP for qualified professional truck drivers. Some industry carriers are seeing success with open work permits with Ukrainian foreign workers, however, the lack of trucking experience in Canada and/or the US is the main barrier to hiring foreign workers. These drivers may be unfamiliar with Canadian road regulations or driving conditions and have limited experience as a Class 5 license holder. Two (2) out of eight (8) carriers that were interviewed are seeing success with the open work permit program between Canada and Ukraine.

Besides the open work permit with Ukraine foreign workers, industry carriers are seeing more success through the MPNP vs the LMIA as the program requires foreign workers to stay in Canada for at least two years to qualify for Permanent Residency (PR). The LMIA is a rigorous process that takes time and resources and does not guarantee the retention of workers. Work permits issued through MPNP are tied to the company until workers receive PR status. Four (4) out of eight (8) carriers that were interviewed indicated the effort and cost of foreign recruitment outweighs the benefits.

Cost is another barrier to foreign recruitment as carriers bear the cost of bringing foreign workers to Canada, including accommodation. Carriers must also pay for the MELT or 244-hour training and provide salary as foreign workers complete the training and license attempts.

Trucking HR Canada estimates 40% of the demand for truck drivers is from other industries such as construction, agriculture, mining, oil and gas, wholesale distribution, etc. (Trucking HR Canada, 2022). This estimate is based on the labour market information from the third quarter of 2022 that Canada’s truck driver labour force amounted to 320,000 drivers and 60% of these drivers work directly in the truck transportation sector. The recruitment and training capacity needs to be significantly more than required for the trucking industry in Manitoba to accommodate these other demands.

4.4.1.3 Training School Insights

Training Schools reported that international students with a study permit for a trade who are unable to get a job within that industry are seeking training to be a professional truck driver. Training providers also estimate that 40% of MELT students come from out of province because the cost of the MELT program in Manitoba is

one of the lowest among Canadian provinces. However, out-of-province students are moving back to their home province once they complete the program.

According to MPI data on Class 1 Road Test between September 2019 and March 2023, 78%, or 4,970, of successful Class 1 road test students are experienced drivers with original licences from other jurisdictions. 1,420 (22%) of successful Class 1 test takers had obtained their first licence as part of Manitoba’s graduated licencing program. (Table 5)

Table 5 - Successful Class 1 Road Test Customers Based on Original Licence

	Total	Percent
Original licence through Manitoba Graduated Driver Licence Program	1,420	22%
Experienced drivers first licensed in another jurisdiction or pre GDL*	4,970	78%

* Includes a small number of Manitobans who obtained their licence prior to the introduction of Graduated Driver Licence

As of May 2023, 5,387 or 87% of people who obtained their Class 1 licence after the MELT requirements came into effect still hold a valid licence. (Table 6) 12% (749) no longer hold a valid Manitoba driver’s licence and held their license for an average of 419 days, according to MPI. When customers move out of province, they are required to give up their Manitoba licence.

Table 6 – Status of Post-MELT Class 1 Licensees as of May 2, 2023

	Total	Percent
Post-MELT Licensees with a currently valid Class 1F Licence	5,387	87%
Post-MELT Licensees who no longer hold a valid MB Class 1 Licence	749	12%
Post-MELT licensees who now hold a lower class of MB Licence (included in 12% above)	254	4%

4.4.2 Training

4.4.2.1 Government Insights

As noted above, EDIT began to screen potential students more closely for funding eligibility based on fit to the industry. In an effort to help ensure mutual commitment to training and working in the industry, the requirements for funding now include students conducting labour market research and submitting a \$1,000 deposit. These two new requirements were introduced in September 2022 and have resulted in a 50% decline in enrollment. According to the 2022 enrolment data, there were 1,087 enrollments for the year and 213 enrollments were between September and December 2022. The average enrollment per month went down by 51.4%, from 109 students to 53 students after this change was introduced. The changes are still in the early stage of implementation, and it is still too early to see the effect on retention, but EDIT is expecting a positive effect on retaining qualified professional truck drivers.

Regarding the current programs, MPI indicated that MELT and 244-hour programs are not preparing students for the road test. MPI mentioned that students are re-taking the road test several times and are using the road test as additional hours for practice. Students are failing in areas such as inspection and trailer coupling, backing up the truck, and air brake adjustments. Students are facing issues with driving within the speed limit, shifting gears, and making turns.

In addition, Manitoba Transportation and Infrastructure (MTI) specified that drivers are unaware of road safety regulations and sometimes do not know the reason for a roadside inspection and issuance of violation tickets. It was also indicated that some disreputable carriers are finding ways to manipulate the system, such as asking workers to falsify logs in the Electronic Logging Devices (ELD) by giving them a second log-in.

4.4.2.2 Industry Insights

Industry carriers that were engaged for the study expressed a preference for the 244-hour program over the MELT program as the additional hours provide additional in-cab training for skill development for new drivers. Students who graduated from the 244-hour program are easier to onboard and train than students who completed the MELT program.

On-the-job training is still required to prepare new drivers for the full responsibilities and circumstances of a professional truck driver. One carrier conducts its own road test for recruits to determine their level of competency and the fail rate is very high for new drivers. Carriers have identified low competencies in basic knowledge and skills to be a truck driver including, backing up to a dock, maneuvering a loaded truck within and outside the city, tarping, and strapping, and coupling and uncoupling trailers.

On-the-job training varies among carriers where some carriers implement a mentorship program for six (6) months and continually monitor progress for one (1) year, while others provide 5 days of training. Some carriers also use simulators to help with training new drivers. The demand on limited resources to provide on-the-job training affects the ability of some carriers to deliver effective on-the-job training. For example, mentorship and on-the-job training require guidance from a senior and experienced driver. Smaller carriers have limited financial resources to support the cost of paying two people for one trip. In addition, the rate of pay among new drivers varies with some carriers paying new drivers at a full rate while others pay less.

In discussion with industry, a previous Entry Level Professional Truck Driver Training Program was referenced as an effective example of training for new drivers. The program was an MPI-funded training program for new drivers that was introduced in 2008 and discontinued in 2018. The program was a four-stage training and employment process. Students were financially incented to complete the program as those who did not complete the program were required to repay funding.

The 2008-2018 program included 240 to 320 hours of classroom, in-lab and in-cab instruction, 240 hours of on-the-job training delivered within three (3) months of employment, six (6) months of continuous mentorship, and 15 months of ongoing skill development. Tuition was funded by MPI in exchange for a two-year work agreement with an insured carrier. Insured carriers signed a memorandum of understanding on providing the necessary support needed by the students, such as on-the-job training, mentorship, and continuous skill development.

According to data provided by MTA, out of 966 qualified candidates, 562 were sponsored candidates, 73% of which completed the program. As of the date of the program summary, 27% were known to have left the industry.

4.4.2.3 *Training Schools Insights*

Training schools indicated the biggest factor that contributes to effectively completing the Class 1 road test is the student's desire to learn. The screening process of potential students varies among training schools. Some schools conduct interviews for language comprehension. Some use a questionnaire to assess background experience, the purpose of training, language ability, and willingness to learn before admitting the students.

Training providers indicated many students are new Canadians and foreign workers who are not permanent residents and are less likely to stay in Manitoba. These students also lack sufficient knowledge of basic Canadian road regulations and Class 5 experience. For example, Stage A license holders can take any of the Class 1 training programs and the Class 1 road test with limited Manitoba Class 5 license experience. Training schools indicate they are unable to spend time training students on Canadian road regulations they should have learned for a Class 5 license, as it takes away time for Class 1 training.

Schools expressed concern that the 244-hour program is outdated and includes restrictions on format, for example the use of vans for in-cab training (e.g., vs flat decks) and the lack of flexibility to offer training hours beyond 244 hours or additional activities such as training using a simulator. While the specific course content is developed by the provider, the training standards are established by the province. Providers indicated that those that provide program oversight have limited Class 1 experience.

Funding is another issue that training schools believe limits the development of a qualified and dedicated workforce. There are limited funding alternatives for MELT or employed Canadians. Student loans are not available because the programs are too short (minimum 12 weeks to qualify). Even though increasing the cost of the program is possible, training schools are hesitant to set the cost of the program beyond the current level of funded tuition (\$9,000), believing it will reduce the number of students and create a competitive disadvantage.

Finding qualified instructors can be challenging for training schools. Training schools perceive instructors who completed the MTA course are not fully equipped to teach and require on-the-job training. The Class 1 (MELT) Instructor Preparation Course was designed to prepare Instructors to teach the Class 1 Mandatory Entry Level Training (MELT) Curriculum developed by Manitoba Public Insurance (Trucking HR Canada, N.D.). Recruitment, screening, hiring and additional supports/training for qualified instructors remains a challenge. In addition, the ability to pay competitive wages is perceived to be constrained by per student tuition maximum of \$9,000.

Training schools are also concerned with the number of training schools in the province. Providers believe that schools are not held accountable for the quality of training they provide to students, creating an unsafe environment as well as inefficiency in the system. Students are multiple (sometimes many) attempts to pass the road test indicating that either the program or the delivery or both is ineffective in preparing drivers. Schools indicate the first two road test attempts are important practice. The currently un-limited attempts clog the system and create delays, particularly for MELT students that do not have access to pre-booked tests, reducing the recency of their training and thus success rate.

In addition to inefficiency in the system, training schools indicated there is inconsistency among exam centres, particularly in Winnipeg. Items that pass or fail change from one examiner to the next. Concerns with the testing approach were also identified, particularly a targeted 'major/minor' emphasis in the pre-check compared to the more thorough 'walk around' pre-check that is how drivers are trained, and how they perform the check in a work environment.

Training providers indicated the need to conform to the different requirements of two different regulators, MPI and Advanced Education and Training, is inefficient. PVI schools need to comply with both entities – one to obtain and maintain the driving school permit through MPI and another to meet the requirements for the 244-hour program through Advanced Education and Training.

Training providers reported performing very limited monitoring of success rates or evaluation of their own programs. Only one provider indicated a comprehensive approach to continuous improvement based on the results of each student's test result. This process was initiated when the provider received data from MPI indicating poor results.

4.4.3 Retention

4.4.3.1 Government Insights

According to the Department of Labour and Immigration, the retention rate of immigrant long haul truck drivers is less than 50% after five years. While data was not provided for detailed verification, this has been interpreted to mean that out of all long-haul truck drivers nominated by the MPNP and who declared Manitoba as their intended destination, less than 50% were still declaring Manitoba as their province of residence in their personal income tax filing 5 years later. The overall retention rate is 72% for all other trades.

4.4.3.2 Industry Insights

Movement of drivers between companies is common. This movement creates a risk for companies who invest in training, safety, and mentorship to retain drivers, as that investment is easily lost when drivers seek employment elsewhere. Compensation and other benefits are considered key motivators for the movement of employees in the industry. The “driver inc.” model, where a carrier offers to pay a driver like a contractor, illegally avoiding required payroll deductions or workers compensation premiums, is creating challenges with competitive pay from responsible carriers.

To increase retention, some carriers are offering more health benefits and better work-life balance, more choice in routes, and driver-appreciation activities.

Drivers are leaving the industry due to the demands of the job: Some carriers are losing drivers due to health reasons and/or lifestyle changes; some drivers stayed in the industry but switched from long-haul trucking to local trucking; and others have moved to different occupations.

5 Other Jurisdiction Models

MNP conducted a detailed review of five (5) provincial jurisdictions across Canada to better understand how they are approaching recruitment, training, and retention in the trucking Industry. This included the following provinces:

- British Columbia
- Alberta
- Saskatchewan
- Ontario
- Quebec

Information on these jurisdictions was gathered through a combination of internet research and interviews with organizational contacts for the provincial body responsible for regulation or support for the Trucking Industry, and a trucking association representative. A training provider was also interviewed in Quebec.

MNP also interviewed representatives from the Atlantic Sector Council and Trucking HR Canada to understand programs, initiatives, and to gain insights into research and industry practices.

5.1 Recruitment

Recruitment Initiatives

While recruitment focus varies, recruitment of women into the industry is a major area of attention among the jurisdictions studied. There are several established programs aimed at attracting women into the industry by providing support for them to enter the sector (Table 7).

Table 7 - Recruitment Initiatives of Diverse Workforce from Other Jurisdiction

Province	Recruitment of Women	Indigenous Recruitment	Recruitment of Other Canadians	Foreign Recruitment
Manitoba	<ul style="list-style-type: none"> • Host Women w/ Drive event with Trucking HR Canada 	<ul style="list-style-type: none"> • Begun early conversations 	<ul style="list-style-type: none"> • Radio, TV, and career fair promotion of the industry • Promotion to newcomers • Dedicated resource to support questions from potential candidates 	<ul style="list-style-type: none"> • Work permit program through LMIA and MPNP

Province	Recruitment of Women	Indigenous Recruitment	Recruitment of Other Canadians	Foreign Recruitment
British Columbia (BC Trucking Association, n.d.)	<ul style="list-style-type: none"> Women in Trucking Committee (BCTA) Changing Gears (YWCA, BCTA) 	<ul style="list-style-type: none"> BCTA is looking for opportunities At least 2 BCTA members have joint ventures with BC FN communities ICBC sends driver examiners to Indigenous communities 	<ul style="list-style-type: none"> BCTA is building relationships with the South Asian community in BC BCTA is working to help its members understand their legal obligations of ensuring accessibility of the industry for those with disabilities 	<ul style="list-style-type: none"> Temporary foreign worker programs Provincial immigrant nominee program Vancouver Public Library provides newcomers with industry information
Alberta (Government of Alberta, n.d.)	<ul style="list-style-type: none"> Driving Back to Work initiative (Ministry of Transportation and Economic Corridors) 	<ul style="list-style-type: none"> None mentioned 	<ul style="list-style-type: none"> Driving Back to Work grant program (Ministry of Transportation and Economic Corridors, unemployed and underemployed Albertans) 	<ul style="list-style-type: none"> Temporary foreign worker programs – no specific program for truck drivers
Saskatchewan (Saskatchewan Trucking Association, n.d.)	<ul style="list-style-type: none"> Women Shifting Gears (STA, SGI, ICT) 	<ul style="list-style-type: none"> STA is working to bring a program like Women Shifting Gears to Indigenous people (all genders) 	<ul style="list-style-type: none"> WE are TRUCKING (STA, 18-23 year-olds) Student presentations (STA) Chatterhigh (STA, high school students) 	<ul style="list-style-type: none"> Provincial immigrant nominee program – International Skilled Worker Hard-to-Fill Skills Pilot includes transport truck drivers
Ontario	<ul style="list-style-type: none"> None mentioned 	<ul style="list-style-type: none"> None mentioned 	<ul style="list-style-type: none"> None mentioned 	<ul style="list-style-type: none"> Ontario Immigrant Nominee Program’s Express Entry Skilled Trades enables transport truck drivers to apply to permanently live and work in Ontario
Québec (Association du Camionnage du Québec, n.d.)	<ul style="list-style-type: none"> Women Drivers: Objective 10% campaign (Camo-route, QTA) 	<ul style="list-style-type: none"> None mentioned 	<ul style="list-style-type: none"> Choisis ta route / Choose your way campaign (QTA, 15-24 year-olds) Road Ambassadors (QTA, students) 	<ul style="list-style-type: none"> QTA focuses on candidates from French-speaking countries who have experience in the industry and want to continue their careers in the sector Truck drivers have been promoted as important to Québec’s immigration

There are several notable aspects of the recruitment initiatives in the jurisdictions studied:

Women in Trucking Committee

In addition to programming for women outlined above, a unique feature in British Columbia is the BC Trucking Association's Women in Trucking Committee. The Committee pursues input from women in the industry to inform the development protocols and processes to make the industry more accommodating for women. Work is then done with carriers and customers to drive change based on the information gathered (e.g., changing hours of work to accommodate different demographics, such as single mothers who cannot work long hours).

As carriers can be very reluctant to have conversations with customers regarding changes in practice, the BCTA is providing them with guidance on how to have these conversations (e.g., the carrier should communicate that they are committed to addressing gender imbalance in the industry, explain to the customer what that looks like, and communicate that the customer has a role to play in this change – that the carrier would like to partner with the customer to achieve success). Although the number of BCTA members undertaking these conversations to date has been limited, those who have had these conversations have seen success. The Committee publicizes these successes to encourage other companies to adopt new ways of operating.

Indigenous Recruitment Initiatives

BC and Saskatchewan are both working on initiatives to engage Indigenous people. The BC Trucking Association is beginning to champion and encourage Indigenous engagement, and at least two BCTA members have joint ventures with BC First Nation communities. ICBC sends driver examiners to Indigenous communities throughout the province, including for higher class licensing such as Class 1.

The Saskatchewan Trucking Association has had initial conversations with Indigenous organizations to discuss development of a program for Indigenous people. Relationship building is ongoing with the goal of eventually offering a program to help Indigenous people develop their skills to become truck drivers.

Recruitment of Youth

Saskatchewan and Quebec both have initiatives aimed at garnering interest of youth in the industry. STA's WE are TRUCKING campaign targets those aged 18-23 as well as those looking for a new career with community-focused videos about the trucking industry experience and opportunities available in the industry. In addition, the STA uses the Chatterhigh app to engage local high school students through having them search for information on STA's website to answer questions on the app to get points. At the same time the app provides data to STA on where students who are interested in the industry are located.

The Quebec Trucking Association has approximately seven Road Ambassadors, experienced truck drivers with exemplary driving records who travel across the province to convey their passion for the industry in schools and training centres, describing the importance of trucks in everyday life and the realities of the industry. The QTA has established agreements with the Ambassadors' employers which allows the Ambassadors to focus on the initiative for one or two days per month. The Ambassadors serve a three-year term and are selected by a special committee made up of representatives from industry, traffic control, police, and government representatives. Ambassador visits can be arranged upon request at no cost to the requesting institution.

The QTA also has the Choisis ta route / Choose your way campaign aimed at introducing 15- to 24-year-olds to the training courses as well as the various careers offered in the transportation industry. The campaign offers customizable recruitment materials for individual trucking companies to use to help promote available

positions. It also equips guidance counsellors to inform young people about job prospects in the industry.

The availability of free truck driver training has been found to help with recruitment of drivers in Quebec. The QTA has placed significant effort on trying to attract new drivers directly into the province's robust training program, the Diploma of Vocational Studies (DEP). The Programme enrichi d'accès à la conduite de véhicules lourds (enriched heavy vehicle driver training program, PEACVL) was also created, in part, to address the shortage of drivers in the trucking industry. The PEACVL made Quebec the first Canadian jurisdiction to relax restrictions on very young drivers to address the shortage of drivers in the trucking industry. The program is essentially a policy that allows individuals who have probationary Class 5 licenses, including young individuals, to pursue Class 1 licensing via mandatory completion of the DEP.

French Language International Recruitment

Quebec focuses its international recruitment on candidates from French-speaking countries (e.g., France, Belgium, countries in northern Africa) who have experience in the trucking industry and want to continue their careers in the sector.

5.1.1 Key Insights

Trucking industry associations are typically the main driver of initiatives to support truck driver recruitment. Saskatchewan noted that future recruitment efforts should focus on building public awareness of the fact that trucking requires knowledge and education, provides a good salary, and that it is not a career of last choice. Carriers should also consider what practices they could adopt that could help improve employee recruitment (e.g., HR practices, communication practices, and diversity equity and inclusion). Initiatives related to retention of employees are also those that would help with truck driver recruitment.

5.2 Training

5.2.1 Design and Delivery

5.2.1.1 Training and Providers

A summary of training types, content, and training providers in the jurisdictions studied is provided in Table 8. Ontario's mandatory entry-level training consists of the fewest number of hours, but does not include air brake training, as other provinces' MELT programs do.

Table 8 - Training Types from Other Jurisdiction

Province	Training Type(s)	Training Content	Training Providers
Manitoba	<ul style="list-style-type: none"> • 121.5 hour MELT • 244-hour PVI Program 	<ul style="list-style-type: none"> • MELT: <ul style="list-style-type: none"> ○ 40.5 hours in-class ○ 40 hours in-yard ○ 41 hours in-cab • 244-hour PVI <ul style="list-style-type: none"> ○ 80 hours in-class ○ 80 hours in-yard ○ 80 hours in-cab ○ 4 hours of vehicle use for testing 	<ul style="list-style-type: none"> • 121.5-hour MELT – delivered by private training schools approved by MPI • 224-Hour Private Vocational Institution (PVI) – delivered by private training schools approved by Advanced Education and Training
British Columbia (Insurance Corporation of British Columbia, n.d.)	<ul style="list-style-type: none"> • 140-hour MELT 	<ul style="list-style-type: none"> • 37 hours in-yard • 50 hours on-highway • 15.5 hours theory and air brake training • 6 hours flexible practical training 	<ul style="list-style-type: none"> • Private training schools approved by ICBC (which can include larger carriers who become approved to deliver training to their employees)
Alberta (Government of Alberta, 2022)	<ul style="list-style-type: none"> • 113-hour MELT • 40-hour Experience and Equivalency MELT 	<ul style="list-style-type: none"> • MELT: <ul style="list-style-type: none"> ○ 40.5 hours in-class ○ 15.5 hours in-yard ○ 57 hours in-cab ○ 8.5 hours air brake • Experience and Equivalency MELT: <ul style="list-style-type: none"> ○ 11 hours of classroom training ○ 6.5 hours of in-yard training ○ 22.5 hours of in-cab ○ 8.5 hours air brake 	<ul style="list-style-type: none"> • Both programs are delivered by private training schools approved by Ministry of Transportation and Economic Corridors (providers include energy services providers, safety training companies, Fort Vermillion School Division, post-secondary colleges, community colleges, and transportation and warehousing support services providers)
Saskatchewan (Saskatchewan Government Insurance, n.d.)	<ul style="list-style-type: none"> • 121.5-hour MELT 	<ul style="list-style-type: none"> • 47 hours in-class • 17.5 hours in-yard • 57 hours in-cab 	<ul style="list-style-type: none"> • Training schools certified by SGI (which can include post-secondary colleges and safety training companies)
Ontario (Government of Ontario, n.d.)	<ul style="list-style-type: none"> • 103.5-hour mandatory entry-level training (referred to by MTO as 'ELT') 	<ul style="list-style-type: none"> • 36.5 hours in-class • 17 hours in-yard (includes pre-trip inspection) • 18 hours in the truck off-road • 32 hours one-on-one driver training on road 	<ul style="list-style-type: none"> • Private career colleges and other organizations that have been recognized by the Ministry of Transportation through its Driver Certification Program

Province	Training Type(s)	Training Content	Training Providers
Québec (Société de l'assurance automobile du Québec, n.d.)	<ul style="list-style-type: none"> No mandatory training 615-hour [approx. 5 to 8 months] Diploma Vocational Studies (DEP) 40-hour (minimum) training alternatives 	<ul style="list-style-type: none"> DEP includes: <ul style="list-style-type: none"> 175 hours of theory (i.e., in-class) 440 hours of practical training (i.e., in-yard, in-cab) Private training content varies depending on the school and length of training 	<ul style="list-style-type: none"> DEP is delivered by two public and four private driving schools designated by the Quebec Ministry of Education and Higher Education Lower-hour training alternatives are provided by a variety of private driver training schools

There are several notable aspects of the training provided in the jurisdictions studied:

Mandatory Flexible Practical Training in BC

BC’s MELT includes six hours of mandatory flexible practical training where the instructor customizes learning to the students’ needs and focuses on areas where they require extra help. BC’s course also emphasizes safe operating practices for BC’s mountainous geography and diverse climate conditions and highlights the unique driving conditions that can occur in other jurisdictions. (Insurance Corporation of British Columbia, 2021)

Experience and Equivalency MELT in Alberta

Alberta’s Experience and Equivalency Class 1 MELT is a shorter version of the Class 1 MELT program which recognizes the experience gained by drivers operating commercial trucks. However, Class 1 driver’s licenses earned through the program may not be transferrable to other jurisdictions where MELT designations are required. (Government of Alberta, 2022)

Self-paced Online Option for In-Class Hours in Saskatchewan

Saskatchewan provides a self-paced online option for MELT in-class hours through the Bluedrop SkillsPass training platform. This training is accessible at any time, from any location, and includes interactive activities, testimonials/stories from industry professionals, videos, reference materials, illustrations, graphics, and knowledge checks. Students must pass an assessment at the end of each of the 11 learning paths to complete the training. (Saskatchewan Government Insurance, n.d.)

Quebec’s Diploma of Vocational Studies and Enriched Heavy Vehicle Driver Training Program

While Quebec does not currently require mandatory training, its 615-hour Diploma of Vocational Studies (DEP) is highly valued by both employers and insurance companies. The two public schools offering the DEP have split the province into two territories, with instructors from each school traveling to cities within their respective territory to deliver theoretical training. Trucks are then brought in for practical training.

In addition to the DEP, Quebec has the Programme enrichi d'accès à la conduite de véhicules lourds (enriched heavy vehicle driver training program, PEACVL), a government regulation providing Class 5 probationary license holders with access to Class 1 licenses through mandatory completion of a DEP. This enables students as young as 16 to obtain a Class 1 license by age 18, instead of having to wait until age 18 to pursue licensing. PEACVL was created to help address the province’s truck driver shortage by enabling it to access a significant pool of

potential workers that was previously inaccessible. (Société de l'assurance automobile du Québec, n.d.)

Development of MELT in Québec

SAAQ is currently leading the development of MELT training for Class 1 drivers in Quebec which will comply with National Safety Code Standard 16. Once complete, private (non-DEP) driver training schools will need to become accredited to deliver this training through SAAQ-trained instructors. This training is expected to be approximately 125-135 hours in length and cost approximately \$10,000. DEP will continue as an alternate training program. It is anticipated most people will continue to pursue the DEP over MELT as it is unclear why students would take MELT over the DEP (currently under discussion). It is thought that MELT may offer a good alternative for those unable to attend the lengthier DEP training.

5.2.1.2 Instructor Qualifications

To become a truck driver training instructor, three to five years Class 1 driving experience is required depending on the jurisdiction (Table 9). All jurisdictions studied, except for Ontario, require instructors to take a form of mandatory training; however, MTO is currently looking to add a commercial driver instructor program. In BC, individuals meeting certain criteria may be able to bypass the mandatory instructor training requirement through the Instructor Challenge Program.

Table 9 - Instructor Qualifications of Other Jurisdiction

Province	Instructor Qualifications
Manitoba	<ul style="list-style-type: none"> • MELT <ul style="list-style-type: none"> ○ 500,000 km long-haul or highway mileage experience and 6,000 hours of local driving experience ○ Completion of the Class 1 (MELT) Instructor Preparation course ○ Completion of the Class 5 Instructor Knowledge Test ○ Completion of a Class 5 instructor road test • 244-hour PVI <ul style="list-style-type: none"> ○ 24 months of occupational experience and graduated from a PVI on Class 1; or ○ 36 months of experience as an instructor in the course or program; or ○ 48 months of actual occupational experience in the vocation.
British Columbia (Insurance Corporation of British Columbia, n.d.)	<ul style="list-style-type: none"> • Three years' Class 1 driving experience • Must complete instructor training at an ICBC-authorized training facility • Instructor Challenge Program allows those meeting certain criteria to not have to take the required instructor training
Alberta (Government of Alberta, 2022)	<ul style="list-style-type: none"> • Three years' Class 1 driving experience • Must complete training approved by the Ministry of Transportation and Economic Corridors • Minimum required hours of instruction required for renewal of instructor licenses every 2 years
Saskatchewan (Saskatchewan Government Insurance, n.d.)	<ul style="list-style-type: none"> • Five years' North American driving experience in the past 10 years • Active Class 1 license for a minimum of three years immediately preceding date of application • Must complete STA-provided commercial driver training • Must complete training with a senior instructor at the employing driver training school (incl. MELT classroom training and practical training) • Grade 10 education or equivalent • Continued professional development required; licence renewal every two years
Ontario (Government of Ontario, n.d.)	<ul style="list-style-type: none"> • Five years' Class A driving experience • No training requirements
Québec	<ul style="list-style-type: none"> • Five years' Class 1 driving experience • Once a teaching position is secured, an instructor is required to pursue and obtain a teaching degree (university and practical training taking approximately 8 years to complete) • New instructors are mentored and tutored for two years

Quebec, which does not currently have mandatory training, has the most robust teacher training program. Five years’ experience is required to obtain a teaching position; however, once a position is secured, teachers are required to pursue and obtain a teaching degree, which includes a combination of university and practical training. This training takes approximately eight years to complete while working and costs around \$12,000, the equivalent of about \$100 per credit of school, which is tax deductible. Instructors receive full salary compensation throughout their training; salary level is based on past work experience in the trade. New instructors are assigned a senior instructor and receive mentorship for two years. Mentors are supported with a mentoring budget to ensure they have dedicated time to support the new instructor.

5.2.1.3 Pre-requisites for Enrolment

All jurisdictions studied require training applicants to have a full Class 5 (or equivalent) license, except for Quebec, where individuals with a Class 5 probationary license can enroll in training (Table 10).

Table 10 - Pre-requisites for Enrolment for Class 5 License

Province	Pre-Requisites for Enrollment
Manitoba	<ul style="list-style-type: none"> To enrol in MELT or 244-hour program: Hold a minimum Class 5 Full driver’s license or a Stage A license, and must be at least 18 years of age
British Columbia (Insurance Corporation of British Columbia, n.d.)	<ul style="list-style-type: none"> To enroll in MELT: Must be at least 19 years old, have a full Class 5 or 6 license, meet medical standards, meet ICBC’s pre-screening standards (i.e., suitable commercial driving record, any fines and debts owed to ICBC paid), pass a knowledge test and be issued a learner’s license
Alberta (Government of Alberta, n.d.)	<ul style="list-style-type: none"> To enroll in MELT: Must be at least 18 years old, have a full Class 5 license, successfully completed the air brake program (Q Endorsement); medical assessment recommended before enrollment Experience and Equivalency MELT – must have an AB Class 1 licence or another jurisdictional equivalent for 2+ years; and 2+ years of experience with a motor vehicle with 3+ axles
Saskatchewan (Government of Saskatchewan, n.d.)	<ul style="list-style-type: none"> To enroll in MELT: Must be at least 18 years old, have a non-graduated driver licensing Class 5 driver’s license, meet medical standards
Ontario (Government of Ontario, n.d.)	<ul style="list-style-type: none"> To enroll in ELT: Must be at least 18 years old; hold a valid Ontario driver’s license other than G1, G2, M, M1, or M2; meet medical standards, pass a knowledge test
Québec (Société de l’assurance automobile du Québec, n.d.)	<ul style="list-style-type: none"> To enroll in DEP: <ul style="list-style-type: none"> secondary school diploma or equivalent, OR at least 16 years old and have earned specific Secondary IV credits, OR at least 18 years of age and completed the General Development Test or equivalent, OR have obtained specific Secondary III credits and are pursuing specific Secondary IV credits they lack Also need to conform to other SAAQ requirements: Minimum Class 5 probationary license, good driving record, meet medical standards

5.2.1.4 Recognition of Previous Qualifications

Recognition of previous qualifications from both MELT and non-MELT jurisdictions varies among the jurisdictions studied (Table 11). Depending on an individual’s experience and training, MELT and knowledge and road tests may be waived completely, or options may be given to complete MELT and/or road tests.

In all jurisdictions with MELT programs, drivers from a non-MELT jurisdiction who have had their license for less than 12 months are required to take the respective province’s MELT program.

Table 11 - Recognition of Previous Qualifications for Other Jurisdiction

Province	Recognition of Previous Qualifications
Manitoba	<ul style="list-style-type: none"> Foreign ‘equivalents’ are not recognized - need to complete Class 5 and MELT program to take the Class 1 road test Completion of MELT training from other Canadian jurisdictions are recognized
British Columbia (Insurance Corporation of British Columbia, n.d.)	<ul style="list-style-type: none"> MELT exemptions granted for training programs that meet or exceed BC’s requirements Recognizes full Class 1 MELT from SK, MB, ON, and AB (However, if from ON there is a requirement to complete an air brake course, and there is no recognition of AB Experience and Equivalency MELT) Canadian Class 1 held for 24+ months – MELT and Class 1 road test not required Canadian Class 1 held for 12-24 months – must pass the Class 1 road test within 12 months and 2 attempts; if the individual fails, they must complete the BC MELT program
Alberta (Government of Alberta, n.d.)	<ul style="list-style-type: none"> MELT, and knowledge and road test exemptions granted for equivalent MELT from other Canadian jurisdictions Canadian Class 1 held for 24+ months – MELT and tests not required Canadian Class 1 license held for 12-24 months – either take tests or MELT and tests; individuals must pass the Class 1 MELT knowledge and road tests on the first attempt; if they fail, they must complete the AB MELT program MELT, and knowledge and road test exemptions granted those with QC Class 1 who have a DEP
Saskatchewan (Saskatchewan Government Insurance, n.d.)	<ul style="list-style-type: none"> Reciprocal agreements with 16 countries where MELT may be waived if individual has 5 years of Class 1 experience in past 10 years; looking to increase number of countries the province has agreements with Canadian Class 1 held for 24+ months – MELT and tests not required Canadian Class 1 held for 12-24 months – either take tests or take MELT; individuals must complete the Class 1 knowledge and road test within 12 months or complete MELT
Ontario (Government of Ontario, n.d.)	<ul style="list-style-type: none"> Canadian Class 1 held for 24+ months – ELT not required Canadian Class 1 held for 12-24 months – either take tests or take ELT
Québec	<ul style="list-style-type: none"> Does not recognize previous Class 1 licensing; however, individuals meeting licensing requirements can take the exam immediately as the provinces has no mandatory training Arrangements with approx. 18 other countries where Class 1 holders in these countries can register with SAAQ, obtain their Class 5 license, wait one month, and then take the Class 1 exam

5.2.2 Stakeholders and Oversight

5.2.2.1 Curriculum Establishment and Approval

In Saskatchewan, and for Quebec’s DEP, schools are provided with regulator-developed curricula. In BC, driver training schools develop curricula for ICBC’s approval. In Alberta, schools may enhance the provided curriculum with the approval of the Ministry of Transportation and Economic Corridors.

In Ontario, training standards are set by the Ministry of Transportation, and private career colleges develop curricula according to the standard. The Ministry of Colleges and Universities, which oversees the private career colleges that deliver ELT, engages third-party assessors to review curricula to ensure they meet the MTO standard, and then approves curricula based on the third-party assessments. Table 12 summarizes the curriculum establishment and approval of other jurisdictions.

Table 12 - Curriculum Establishment and Approval

Province	Curriculum Establishment & Approval
Manitoba	<ul style="list-style-type: none"> MPI is responsible for MELT course curriculum Advanced Education and Training is responsible for approval of PVI course curriculum
British Columbia (Insurance Corporation of British Columbia, n.d.)	<ul style="list-style-type: none"> BC Ministry of Transportation and Infrastructure led the development of MELT Driver training schools develop curricula ICBC approves curricula
Alberta	<ul style="list-style-type: none"> Ministry of Transportation and Economic Corridors provides curriculum to schools Schools may enhance curriculum with approval from Ministry
Saskatchewan (Saskatchewan Government Insurance, n.d.)	<ul style="list-style-type: none"> SGI provides MELT curriculum to all driver training schools
Ontario	<ul style="list-style-type: none"> Training standards are set by MTO Private career colleges develop curricula based on MTO standard Third-party assessors (engaged by the Ministry of Colleges and Universities) review curricula to ensure they meet the standard - Ministry approves curricula based on these assessments
Québec	<ul style="list-style-type: none"> Ministry of Education and Higher Education developed DEP programming Private driver training schools develop their own programming

5.2.2.2 Training Oversight

Monitoring and auditing of driver training schools occurs in all MELT jurisdictions studied. BC, Alberta, and Saskatchewan all have single-department regulators (i.e., ICBC, Ministry of Transportation and Economic Corridors, and SGI, respectively).

In Quebec, the public DEP schools’ management committees ensure close ties between the two public schools

and industry, and that focus is maintained on industry needs. Table 13 summarizes the training oversight of other jurisdictions.

Table 13 - Training Oversight

Province	Training Oversight
Manitoba	<ul style="list-style-type: none"> MPI is responsible for issuing instructor permits, driving school permits, and training vehicle regulation to both MELT Providers and PVIIs.
British Columbia (Insurance Corporation of British Columbia, n.d.)	<ul style="list-style-type: none"> ICBC regulates the driver training industry including driver training schools, driver training instructors, instructor training facilities, delivery of MELT and course requirements, ongoing monitoring and targeted audits of schools
Alberta (Government of Alberta, n.d.)	<ul style="list-style-type: none"> Ministry of Transportation and Economic Corridors licenses and regulates schools and instructors, conducting ongoing monitoring and regular audits of schools
Saskatchewan (Saskatchewan Government Insurance, n.d.)	<ul style="list-style-type: none"> SGL regulates driver training schools, certifies all schools and instructors, monitors and assesses instructors, provides ongoing monitoring and audits of schools, and mentors and coaches schools to help them achieve compliance with requirements
Ontario (Government of Ontario, n.d.)	<ul style="list-style-type: none"> MTO sets training and licensing standards/requirements and approves training providers Ministry of Colleges and Universities oversees the private career colleges, enforces training standards, conducts risk-based auditing of colleges, investigates complaints, issues warning letters, applies sanctions, and shuts down colleges for noncompliance (as required)
Québec (Société de l'assurance automobile du Québec, n.d.)	<ul style="list-style-type: none"> Ministry of Education and Higher Education designates schools to provide the DEP Ministry of Transport and Sustainable Mobility regulates respecting PEACVL Public schools' management committees ensure close ties between the two public schools and industry, and that focus is maintained on industry needs

5.2.2.3 Class 1 (or Equivalent) Exam Administration

In BC, Saskatchewan, and Quebec, the provinces' Crown insurance corporations conduct Class 1 exams and administer licenses.

In Ontario, individuals who complete MELT through a private career college complete their Class A exam through a third-party service delivery organization, DriveTest. DriveTest is licensed by the Government of Ontario to offer driver licensing and examination services, such as knowledge tests and road tests, on behalf of the Ontario Ministry of Transportation. Organizations recognized by MTO under the Driver Certification Program are given the authority to both train and test individuals for Class A licenses. Approximately 95% of these organizations are employers providing training and testing to their own employees, and the Program is largely used for renewing and upgrading licenses. Table 14 summarizes the class 1 exam administration of other jurisdictions.

Table 14 - Class 1 Exam Administration

Province	Class 1 Exam Administration
Manitoba	<ul style="list-style-type: none"> MPI conducts all Class 1 road tests and licenses all Class 1 drivers MPI recently started sharing pass rate data with Advanced Education and Training
British Columbia	<ul style="list-style-type: none"> ICBC conducts all Class 1 road tests and licenses all Class 1 drivers
Alberta	<ul style="list-style-type: none"> Registry agents under the Ministry of Service Alberta and Red Tape Reduction offer licensing services, including Class 1 road tests, on behalf of government
Saskatchewan (Saskatchewan Government Insurance, n.d.)	<ul style="list-style-type: none"> SGI conducts all driver exams and licenses all drivers
Ontario	<ul style="list-style-type: none"> If ELT is taken through private career college: the Class A exam is taken through DriveTest, a third-party organization licensed by government to offer driver licensing and examination services on behalf of MTO If ELT is taken through another organization through the Driver Certification Program: the organization has the authority to train and test individuals for Class A licenses
Québec (Société de l'assurance automobile du Québec, n.d.)	<ul style="list-style-type: none"> SAAQ administers driver's licenses

5.2.2.4 Carrier Role/Responsibility

There are no set standards in any jurisdiction studied for truck driver onboarding or continuing education, although there are 'expectations' from regulators that this training occurs (Table 15). Some carriers provide onboarding and/or continuing education, and there are a few carriers that have robust training programs. Most jurisdictions did not mention funding support for carriers for onboarding or continuing education purposes; those that did mentioned non-industry specific federal-provincial funding. The Ontario Trucking Association has been discussing the potential to provide an onboarding funding program with the provincial government to better enable carriers to take their experienced drivers off the road to train new drivers.

Table 15 - Carrier Role and Responsibility on Onboarding and Continuing Education

Province	Carrier Role & Responsibility	Supports for Carriers for Onboarding/Continuing Education
Manitoba	<ul style="list-style-type: none"> No set standards for truck driver onboarding or continuing education Carriers provide onboarding and continued training at their discretion 	<ul style="list-style-type: none"> In 2018, EDIT funded a Retention Incentive Program (RIP) that reimbursed employers for a portion of onboarding expenses if they could retain employees for 6-month and/or 12-month periods.
British Columbia	<ul style="list-style-type: none"> No set standards for truck driver onboarding or continuing education ICBC ‘expects’ employers to provide additional training - Carriers provide onboarding/training at their own discretion 	<ul style="list-style-type: none"> Wage subsidy programs through federal sectoral funding and employee development grant funding
Alberta	<ul style="list-style-type: none"> No set standards for truck driver onboarding or continuing education Ministry of Transportation and Economic Corridors ‘expects’ employers to provide additional training - Carriers provide onboarding/training at their own discretion 	<ul style="list-style-type: none"> None mentioned
Saskatchewan	<ul style="list-style-type: none"> No set standards for truck driver onboarding or continuing education Carriers provide onboarding/training at their own discretion 	<ul style="list-style-type: none"> Canada-Saskatchewan Job Grant provides funding for employers to cover 2/3 of cost of training, including upskilling
Ontario	<ul style="list-style-type: none"> No set standards for truck driver onboarding or continuing education MTO ‘expects’ employers to provide additional training - Carriers provide onboarding/training at their own discretion 	<ul style="list-style-type: none"> None mentioned
Québec	<ul style="list-style-type: none"> Some drivers are trained by company staff to enable ability to obtain a Class 1 license No set standards for truck driver onboarding or continuing education; carriers provide onboarding/training at their own discretion Carriers participating in PEACVL sign an agreement with one of the two public schools setting out conditions that must be met 	<ul style="list-style-type: none"> None mentioned

Notable industry involvement in training includes:

Alberta’s Driver Education Advisory Committee

The Driver Education Advisory Committee in Alberta provides a forum for consultation among the Ministry of Transportation and Economic Corridors and other stakeholders professionally interested in driver training, including Truck Training Schools Association of Alberta, Alberta Motor Transport Association, Alberta Motor

Association, representatives from the driver training industry at large, and the Insurance Bureau of Canada. The Committee is authorized to discuss, investigate, and/or make recommendations regarding curriculum development or approval; driver education, improvements, and safety initiatives; and driver training testing standards, among other areas. (Government of Alberta, 2022)

Exploring Post-MELT Training in Alberta

Alberta is currently exploring a post-MELT training program, and industry focus groups are beginning to discuss what this training may look like. Initial thoughts are that training would first be focused on core training applicable to everyone. Other training for development afterward could include specialized training for unique aspects of the job (e.g., logging).

Re-writing the National Occupational Standard

Work is underway at a national level to rewrite the National Occupational Standard for Commercial Vehicle Operator (Truck Driver), including onboarding of drivers. Several Ontario carriers and associations are involved in collaborating on this initiative.

5.2.3 Funding Models

Costs for MELT range across the jurisdictions studied, with Alberta being the only jurisdiction that has placed a maximum on the amount a driver training school can charge for training. Most jurisdictions have MELT-specific funding available to targeted demographics. All jurisdictions also have non-industry specific funding available to cover the costs of training. In Quebec, the cost of DEP at the province's two public schools is funded by the Ministry of Education and Higher Education for residents of Quebec and France. Table 16 summarizes the funding model of other jurisdictions.

Table 16 - Funding Models

Province	Training Costs	Training Funding Model
Manitoba	<ul style="list-style-type: none"> MELT: \$4,500 - \$8,000 244-hour Program: \$9,000 	<ul style="list-style-type: none"> MELT-specific funding program: Employers can apply for funding through Canada-Manitoba Job Grant 244-hour program funding program: Funding is available through EDIT; Funding limit of \$15,000, including living expenses if qualify (maximum tuition \$9,000)
British Columbia (Insurance Corporation of British Columbia, n.d.) (BC Trucking Association, n.d.)	<ul style="list-style-type: none"> \$10,000-\$15,000 	<ul style="list-style-type: none"> Individual or carrier funded MELT-specific funding programs (e.g., MELT Grant Opportunity for BCTC members, Changing Gears for Women) Non-industry specific funding available
Alberta (Government of Alberta, n.d.)	<ul style="list-style-type: none"> Schools can charge no more than: <ul style="list-style-type: none"> \$10,000 for MELT \$4,000 for Experience and Equivalency MELT 	<ul style="list-style-type: none"> Individual or carrier funded MELT-specific funding (e.g., Driving Back to Work Grant program for unemployed and underemployed) Non-industry specific funding available
Saskatchewan	<ul style="list-style-type: none"> \$12,000-\$15,000 	<ul style="list-style-type: none"> Individual or carrier funded Non-industry specific funding available (e.g., Canada-SK Job Grant – many students come from this grant) MELT-specific funding program (Women Shifting Gears)
Ontario	<ul style="list-style-type: none"> \$6,000-\$8,000 	<ul style="list-style-type: none"> Individual or carrier funded Non-industry specific funding available
Québec (Société de l'assurance automobile du Québec, n.d.) (Association du Camionnage du Québec, n.d.)	<ul style="list-style-type: none"> Private training: \$2,000-\$4,000 Public DEP: \$24,000-\$26,000 (no cost to QC residents and for the French; cost is reimbursed to the school by the Ministry of Education and Higher Education) Private DEP: Approx. \$12,000 -\$13,000 	<ul style="list-style-type: none"> Public DEP training – Funded by the Ministry of Education and Higher Education for residents of Quebec and France (reimbursed to public schools in stages as students progress through the program) Private training and private DEP – Funded individually or through non-industry specific funding programs Annually awarded scholarships for transportation students (Quebec Trucking Association)

5.2.4 Evaluation and Reporting Requirements

Data tracked by the provinces studied typically include pass and fail rates for MELT and/or Class 1 exams. Quebec is the only province that tracks data on individuals once they enter the workforce, and this is only done for those that have received a DEP.

Ontario is currently evaluating the effectiveness of its ELT; an evaluation of Quebec’s DEP is also underway. Table 17 summarizes the evaluation and reporting requirements of other jurisdictions.

Table 17 - Evaluation and Reporting Requirements

Province	Evaluation and Reporting Requirements
Manitoba	<ul style="list-style-type: none"> MPI recently started sharing pass rate data with Advanced Education and Training
British Columbia	<ul style="list-style-type: none"> ICBC’s student data includes: Pass and fail rates for the Class 1 knowledge test and road test, crash rates, tickets. MELT has not been implemented long enough for this data to provide meaningful insight into program results.
Alberta	<ul style="list-style-type: none"> No metrics are in place to monitor the success of MELT. The Ministry of Transportation and Economic Corridors tracks pass and fail rates for the Class 1 exam, and the number of Class 1 licenses issued each year. The province focuses on monitoring its trucker vacancy rate.
Saskatchewan	<ul style="list-style-type: none"> MELT enrolment and completion numbers are tracked by SGI for each driver training school. No data is tracked on individuals once they enter the workforce.
Ontario	<ul style="list-style-type: none"> Data tracked by MTO includes pass/fail rates for ELT training, the number of drivers that completed ELT training that went on to take the road test, and the results of the road test. The Ontario Ministry of Colleges and Universities has KPIs, and there is a requirement for the private career colleges to report their KPIs. MTO is currently evaluating ELT’s effectiveness, with a view to making enhancements to the program.
Québec	<ul style="list-style-type: none"> Evaluation of the DEP is the responsibility of Quebec Ministry of Education and Higher Education, and an evaluation is currently underway. Quebec does not currently have a way to measure success in the trucking sector overall. The only way would be to look at pass rates for the Class 1 exam, which are low. While overall success of the trucking sector is not measured, for the DEP, research is done to see who successfully completes the program and stays in the trucking industry.

5.2.5 Outputs and Outcomes Achieved

Most jurisdictions studied were unwilling to share success rate data.

In Quebec, approximately 40% of new drivers come out of the DEP. Approximately 89% of those who take DEP successfully complete the Class 1 exam, and the percentage that pass the exam and stay in the industry is about the same.

Insurance companies were not originally supportive of Quebec’s PEACVL; however, it has seen success with no major accidents occurring during the monitoring period following student completion of the DEP under

PEACVL. The number of students taking the DEP via PEACVL has grown from 30 students in the first cohort to 300 students today. Completion rates for DEP via PEACVL are approximately the same as DEP (i.e., 89%).

Ontario was the first jurisdiction to implement a mandatory entry-level training program and has experienced several challenges with its program. ELT is currently under evaluation as MTO is looking at enhancing the program to address the challenges, which include:

- Fraudulent activity by some schools
- Inadequate oversight of colleges
- Lack of required training for driver training instructors
- Training not adequately addressing winter driving conditions
- Lack of outlined documentation requirements for private career colleges in the program standard

MTO is exploring audit and oversight practices with the Ministry of Colleges and Universities. MTO will also be exploring northern driving simulators in the future.

Further to MTO's work, the Ontario Trucking Association is looking at alternative training models and is particularly interested in the Quebec model. OTA's pre-budget asked for consideration of establishing a couple Quebec-style schools dedicated to training commercial drivers and technicians.

5.2.6 Key Insights

Types of Training/Providers

- All jurisdictions, except Quebec, have MELT; training hours differ among all jurisdictions, ranging from 103.5 hours in Ontario where MELT was first implemented and does not include air brake training, to 140 hours in BC which was the latest jurisdiction to implement its MELT. BC's MELT includes designated hours to allow for customization of training.
- Training providers in these provinces vary, and include private driver training schools, larger carriers and other employers, safety training companies, school divisions, and post-secondary colleges.
- Quebec currently has no mandatory training but has the most robust training program among the jurisdictions. The DEP is delivered by instructors with (or pursuing) teaching degrees and is reported as highly valued by employers and insurance companies.
- Alberta also has a 40-hour Experience and Equivalency MELT, and Quebec has a training program roughly 40 hours in length delivered by private driver training schools. Neither program seems to be recognized elsewhere.

Driver Qualifications

- No pre-screening of candidates is done in any jurisdiction to determine candidate suitability for the industry.

Regulatory Environment

- There are various government ministries and/or crown corporations involved in the regulatory environment (i.e., curriculum establishment, school oversight, training, and certification of instructors, etc.).
- Driver training schools are either provided with curricula or can develop/enhance curricula and submit

to the regulator for approval.

- Industry's role is mainly to provide input; however, in Saskatchewan the STA provides commercial driver instructor training on behalf of SGI.
- Ontario is the only jurisdiction to use third parties for some services (for curriculum review, driver examinations).

Carrier Role/Responsibility

- There are no set standards for truck driver onboarding or continuing education. No support is provided for carriers to provide onboarding or continuing education other than non-industry specific federal-provincial job grants.
- Government has 'expectations' that employers will provide further training; some carriers do, others do not.

Funding

- Training is typically paid for by the individual or carrier; however, there is various non-sector-specific funding available.
- There is MELT-specific funding in BC, Alberta, and Saskatchewan for some target audiences.
- DEP training provided by public institutions in Quebec to residents of Quebec and France is paid for by the government.

Efficiency/Effectiveness

- No jurisdiction has data on retention rates post training and licensing except Quebec for the DEP.
- It is generally acknowledged that additional training beyond MELT is required to develop professional truck drivers.
- The Centre de formation en transport de Charlesbourg has helped other jurisdictions build a DEP-like program and would be happy to do so for Manitoba if interested. This is part of the school's social mandate.

5.3 Retention

5.3.1 Retention Initiatives

Carriers in several jurisdictions employ unique work and/or compensation arrangements aimed at improving truck driver retention (Table 18). Some carriers in BC and Quebec have initiatives focused on retaining drivers near or into retirement to continue to cover routes or train new drivers. The QTA is currently working with government to develop a program which allows retired drivers to work more than one or two shifts a week without negatively impacting their pensions.

A carrier in BC undertook development of KPIs which it linked to its employee incentive program (i.e., fuel burn, on-time delivery, customer service feedback through surveys, hard stops, speed). Drivers receive a KPI report every two weeks with their pay. Performance-based bonuses are paid to drivers based on their preference (e.g., every two weeks, quarterly, annually).

Table 18 - Retention Initiatives of Other Jurisdiction

Province	Unique Work/Compensation Arrangements
Manitoba	<ul style="list-style-type: none"> • Benefits that carriers offer include, but are not limited to: <ul style="list-style-type: none"> ○ Employee Compensation and Benefits Package (group benefits, pension, profit sharing, etc.) ○ Referral Bonus programs ○ Flexible working schedule (truck-sharing option) ○ Assistance for drivers transitioning to the owner-operator model • Others have also indicated non-tangible benefits, including: <ul style="list-style-type: none"> ○ Building a culture based on safety ○ Implementing training programs, including an onboarding program ○ Open communication/open door policy
British Columbia	<ul style="list-style-type: none"> • Some industry practices include: <ul style="list-style-type: none"> ○ Multiple drivers sharing a single truck and schedule to delay loss of workers to retirement ○ Development of KPIs linked to employee incentive program, along with flexible bonus payout schedule ○ Long-haul drivers are extremely well paid
Alberta	<ul style="list-style-type: none"> • None mentioned
Saskatchewan	<ul style="list-style-type: none"> • Some industry practices include: <ul style="list-style-type: none"> ○ Switch yards – two drivers start in different cities, meet halfway, swap loads, head back home ○ Compensation linked to safety (rewarding safe behaviours on the road)
Ontario	<ul style="list-style-type: none"> • None mentioned
Québec	<ul style="list-style-type: none"> • Some industry practices include: <ul style="list-style-type: none"> ○ Bonuses tied to length of time employee remains with the company ○ Multiple drivers complete different legs of a long-haul trip ○ Financial incentives for drivers nearing retirement to remain in their positions to help train new drivers • QTA is working with Government to develop a program which allows retired drivers to work more than one or two shifts/week without negatively impacting pensions

5.3.2 Key Insights

Individual carriers are typically the main driver of initiatives to support truck driver retention. Industry associations provide support through advocating with the government and sharing leading carrier practices across the industry.

Companies that are struggling with retention tend to be those that have been resistant to change. Trucking companies that are experiencing success are changing and evolving by:

- embracing Diversity Equity and Inclusion (DEI) and Environmental, Social and Governance (ESG) initiatives.

- implementing flexible work schedules and terms and conditions of employment.
- working with the clients to change the way they do business.
- offering unique bonuses and strong pay, including paying long-haul drivers very well.
- having a strong workplace culture.
- ensuring availability of continuing education opportunities.

Carriers may often focus on recruitment strategies to help address high turnover; however, focusing on retention may be key to addressing truck driver shortages. Saskatchewan and Quebec both mentioned the need to focus on understanding why drivers are leaving the industry. Work is currently being done by the QTA via its Road Transport Training Foundation to determine the reasons why non-active drivers are no longer involved in the industry.

6 Leading Practices

Some of the challenges related to recruitment, retention and training of women, youth and Indigenous people present opportunity to learning from leading practice. The following leading practices support learnings identified as part of the jurisdictional scan of what other provincial jurisdictions are doing in the way of recruitment, training and retention. Leading practices include:

- Diversity, Equity and Inclusion (DEI) leading practices for recruitment and retention.
- Attraction, recruitment, hiring and retention of underrepresented communities.
- Establishing communication channels and support for new hires immediately after offer acceptance to support onboarding.
- Provide opportunities for career growth.
- Investment in ongoing learning.

6.1.1 Diversity Equity and Inclusion (DEI) Best Practices for Recruitment and Retention

Developing a DEI strategy assists with attracting equity deserving groups as well as non-equity deserving groups as current employees care more about the actions of their organization and the mission that they support by working for that organization. A DEI strategy demonstrates to all employee groups that the organization is making a statement for positive change in the environment they operate within.

DEI Affirmation Statement (Job Postings) - DEI Affirmation Statements demonstrate that right from the beginning you value DEI. To better attract candidates, showcasing what an organization is doing regarding the DEI landscape for candidates to know that there is action behind inclusion statements. Inclusion statements should reflect core concepts of DEI such as intersectionality, anti-racism, anti-oppression, and accessibility. E.g. DEI Committee, future DEI goals, or new DEI strategy. Diverse applicants should be encouraged to apply.

Marketing Materials that Show Diversity – To demonstrate that an organization prioritizes DEI, marketing materials should include a range of diverse people of all kinds of identities. When job searching, people want to see people that look like them working at prospective employers. If current workforce does not accurately reflect marketing materials of diverse people, recruiting efforts should prioritize DEI through diverse job boards and community connections, referrals from diverse employees, and removal of barriers.

Actively Recruit Diverse Applicants – Actively prioritizing the recruitment of equity deserving groups is key to ensuring a diverse workforce. This is not about creating a recruitment system to reach diversity quotas or make the organization appear diverse but to enrich the workforce with diverse perspectives. Hosting demographic-specific recruiting events is one method of attracting a diverse pool of candidates, thus demonstrating prioritization of diversity, and enriching the industry with diverse perspectives.

Customize Employee Value Propositions (EVPs) to Diverse Groups – Rewards and benefits should be comprehensive and customized for a diverse workforce to attract diverse candidates thus improving recruitment and retention of diverse employees. Benefits should focus on improving an employee's life outside of work and should be customized for a diverse range of identities. E.g., employee family benefits that pertain to all family relations and sexual orientations, healthcare benefits that support gendered transitions for transgender and gender-diverse people, and egg freezing for people with a uterus.

Establish a resource committee to attract, recruit, and hire diverse workforce - Pursue input from the diverse workforce in the industry to inform the development protocols and processes to make the industry more accommodating to DEI. The committee can work with carriers to promote diversity, equity, and inclusion including hosting networking event.

Promote Flexible Work Culture - Promote a flexible culture that provides work flexibility and accommodates personal needs. For example, creating and promoting work opportunities that ensures that drivers are home every night may help remove the barrier for a single parent wanting to continue to remain employed in your organization when they are not sure if long haul driving is a suitable option anymore.

Celebrate Diverse Holidays & Recognize Days of Significance - Active and informed recognition of days of significance to demonstrate to employees of affected communities that your organization practices informed allyship throughout the year. Events or communications should be reviewed or driven by members of that community to ensure stereotypes and misinformation are not perpetuated.

6.1.2 Attraction, Recruitment, Hiring, and Retention - Underrepresented Communities

6.1.2.1 Attracting Women

Women represent 48.2% of the labour force in Canada but are largely underrepresented in the trucking and logistics industry (Trucking HR Canada, 2020). Trucking HR Canada has a variety of resources that can help ensure your workplace is welcoming to women.

Create a women-friendly benefits program - Employers should review their benefits packages to ensure that they are not systemically making it difficult for women to enter and remain in the industry. E.g., maternity, and paternity leave policies; benefits associated with family planning and prenatal care; flexible work arrangements (including building more awareness on short-haul truck driving opportunities that allow them to be home each evening); and childcare support.

Take sexual harassment seriously – Employers should develop policies related to all forms of harassment, including sexual harassment to create a positive work environment. It is important that employers take all complaints of sexual violence and harassment seriously to make the workplace more welcoming to all workers – women included. Identifying proactive prevention tactics to ensure employees, including women, are safe from sexual harassment while on the job is paramount to success.

Target professional organizations that support women - Attending organization events and becoming a member of professional organizations geared for women in specific occupations and sectors opens doors for discovering high-performing female talent.

Create programs to support women returning to the workforce - Developing or supporting programs that aim at training or retraining women to return to the workforce can be an effective recruitment strategy.

6.1.2.2 Attracting Indigenous People

It is important to recognize cultural differences and incorporate practices that help remove systemic barriers to entering the workforce for Indigenous people.

Build relationships with Indigenous groups, associations, and communities – Relationship building is important and takes time, organizations can appoint an Indigenous Liaison responsible for building relationships and connecting with community and tribal council offices.

Modify the interview process – Oral communication and storytelling are integral to Indigenous culture. Providing extra time for interviews to allow for this to be part of the interview process can be helpful. Even when the interview is in English, a translator may be effective to ensure that the candidate is able to fully express themselves.

Modify assessment methods and tools - Standardized assessments can be less than ideal when assessing Indigenous applicants and the hiring team should ensure that any standardized assessments used can be fairly applied to all applicants – regardless of ethnicity, culture, geographical background, historical and social experience.

Recognize and respect cultural interests - Accommodating community events is imperative for retention (e.g. a death in the community, hunting and fishing seasons and other festivals).

Provide cultural support - Providing new-to-employment Indigenous workers with on-site Indigenous counsellors and Elders can facilitate orientation and help with the adjustment period.

Recognize differences in time management - Previous work experiences of Indigenous peoples may have been more lenient regarding time management. Supervisors and managers may have to work with Indigenous employees during the orientation and onboarding process to discuss expectations regarding schedule, completion times and work pace.

6.1.2.3 Attracting Younger Generations

Millennials and Gen Zers make up one of the largest cohorts in Canada’s workforce yet are largely underrepresented in trucking and logistic industry. Individuals under 30 represent 12.7% of the Canadian Workforce but only represent 3.4% of the trucking industry (Trucking HR Canada, 2020). Developing a mobile-friendly recruitment process can be helpful in meeting these generations preferences to perform many activities on their smartphones. Social media is another online source of recruitment that should be leveraged to expand the recruitment pool and target younger working age cohorts. Wellness benefits and work life balance are important to Millennials and should be advertised to attract them to the organization and ideally retain them in the long term.

6.1.3 Establishing communication channels and support for new hires immediately after offer acceptance to support onboarding

Onboarding should start immediately after a new employee accepts the offer and continue as they learn to their new roles. Once top candidate(s) accept a letter of offer for a new position, the onboarding experience should begin. It is recommended that the direct supervisor take the time to communicate with the new hire at least a week before their start date. The communication should include:

- The location of where they will be working on the first day.
- What to expect on the first day, including a tentative schedule of activities.
- A brief introduction on who their direct supervisor is such as their position, job responsibilities, and personal interests outside of work.
- Contact information of the direct supervisor in case they need to be contacted prior to start date.
- Any other pertinent information for the first day and potentially the first week as well.

For more information on establishing communication channels and support for new hires please reference

Appendix A – Communication Channels and Support for New Hires.

6.1.4 Provide Opportunities for Career Growth

Opportunities for career growth come in many forms. They can be structured plans and conversations, developing new skills, and being placed into new roles in the organization. Although providing the opportunities themselves are important, demonstrating interest in developing employees is just as critical as they will perceive the career growth that their organization values the employee's contributions. Career growth opportunities include:

- **Career pathing:** developing a plan with an employee on the direction they want to go with their career and mapping out where they want to be at key milestones during their career.
- **Succession planning:** identifying high potential candidates and developing them for managerial or higher-level technical positions. A part of this process is developing training plans for them to acquire the knowledge, skills, and abilities required when the time comes for promotion.
- **Temporary management position:** this is typically done when a manager takes vacation or another longer absence, an employee with experience can be placed into the manager position temporarily to give them exposure and experience to the management role prior to being promoted.
- **Lateral movement to a new position:** this is when an employee moves to another position at the same level, but the job tasks and responsibilities are different.
- **Upskilling:** This involves developing a training plan for an employee who has potential to develop knowledge, skills, and abilities for other position in the organization. It may involve paying and sending an employee to external training. Typically upskilling is used for positions that are competitive or difficult to fill when seeking external hires. An alternative to external hiring is developing desired skills within the organization.
- **Performance management processes:** This is an opportunity to have a meaningful conversation and identify the desires and career aspiration of employees. It can create space for conversations about succession and discovering supports that will assist employees in their roles and prepare them for future roles in the organization.

Rewards and Recognition

Rewards and recognition are a set of processes where people are acknowledged for their performance in intrinsic or extrinsic ways. They can be additional compensation or non-compensation. Included in this is recognizing employees' milestones in their career or their personal lives. The intention of rewards and recognition is to demonstrate the appreciation for the efforts of employees and ensure that they feel valued as they continue to grow their careers with an organization. Rewards and recognition have positive impacts on retention, productivity, morale, and employee purpose. Examples of rewards and recognition include:

- Thank you note or card.
- Celebrate employee anniversaries, birthdays, and other life milestones.
- Years of service recognition rewards (1 year, 5 years, etc.).
- Performance bonuses.
- Employee of the month award.
- Wall of fame.
- Award certificates.

- Subscriptions to websites, magazines, or other information sources.
- Recognition on company website or social media.
- Lunch with their manager or other members of leadership.
- Provide professional development.
- Donation to a charity of their choice.

7 Policy and Program Options for Manitoba

The following policy and program options are focused on addressing key issues in recruitment, training and retention identified by stakeholders, and are informed by leading practices in other jurisdictions and stakeholder insights. Policy options identified include:

Options to Improve Recruitment:

- Re-align funding eligibility and delivery to target candidates likely to remain in the industry.
- Incorporate realistic job previews along with career promotion to ensure candidate “fit” with the nature of work/lifestyle options for a professional truck driver.
- Target recruitment and address barriers to attract women, Indigenous people, and youth to the trucking industry.

Options to Improve Training:

- Increase resources for enforcement of training standards.
- Enable public access to information on training outcomes by provider.
- Streamline regulatory oversight.
- Limit the number of license testing attempts before re-training is required.
- Expand minimum standards/establish graduated licensing to include a minimum period of on-the-job training before achieving a “full” Class 1 License.
- Consider development of an expanded delivery model like Quebec’s DEP and/or extended courses for truck driver training.
- Review/evaluate MELT and PVI programs and curriculum standards.
- Establish an evaluation framework for review/continuous improvement of MTA Instructor/Mentor Training.
- Establish, refine and/or confirm completion of review and evaluation of License Examination/Testing.

Options to Improve Retention:

- Implement self-screening tools as part of recruiting efforts.
- Develop leading practice education for employers on equity and inclusion, and other retention strategies specific to a career as a professional truck driver.

7.1 Options to Improve Recruitment

The following options are presented to address stakeholder concerns, reflect leading practices, and enable improvement in attracting new drivers to the trucking industry.

7.1.1 Re-align funding eligibility and delivery to target candidates likely to remain in the industry

Ensuring funding criteria considers an individual’s understanding of and long term fit with a career in trucking will ensure public funds are more successfully deployed to attract and support candidates who are likely to stay in the industry. While only slightly demonstrated by license pass rate data, both industry and government

agree that funding should incentivize training that provides more hours of in-cab instruction (the PVI 244-hour program).

Several tactics can be used to help deliver on this option, including:

Tactic	Responsible
<ul style="list-style-type: none"> Focus on proactive assessment for fit, including establishing requirements for language benchmarks, understanding and interest in the type of work environment that is trucking, and commitment to staying in Manitoba. 	Manitoba Government
<ul style="list-style-type: none"> Require a satisfactory driving abstract and a minimum amount of Canadian Class 5 driving experience and/or training. 	Manitoba Government / Update to MELT Standard)
<ul style="list-style-type: none"> Enable/expand funding access to PVI training 	Manitoba Government
<ul style="list-style-type: none"> Enable access to ‘student loan’ style of financial support, or forgivable loan if stay in industry (currently only for training that is at least 20 hours/week, 12-week minimum duration). 	Manitoba Government – amend parameters of PVI program to enable a longer schedule and/or adjust funding conditions. Training Providers - potentially adjust length of course from 40 hours X 6 weeks to 20 hours X 12 weeks.
<ul style="list-style-type: none"> Establish Canadian Language Benchmarks (CLB) as pre-requisite. 	Manitoba Government

7.1.1.1 Rationale

Below is a summary of the key rationale for implementing this option:

- Aligning funding criteria for candidates with increased likelihood of success will better ensure the funds the Government of Manitoba invests to support an increase in labour supply will effectively benefit the Manitoba trucking industry.
- A minimum period of Class 5 driving experience and/or training will improve understanding of general road regulations and driving conditions and improve safety.
- Language proficiency requirements would help ensure the driver’s ability to read and understand regulations and direction from road-side inspectors, improving safety and compliance. This will also help ensure drivers secure employment as employers have expectations of driver language proficiency. English language proficiency is also required for truck drivers with routes that cross the US border.
- Stakeholders indicated that interested candidates are ineligible for current funding. Expanded access to funding opportunities will broaden the talent pool and help address affordability barriers for the resident population.
- Funding contingent on remaining in the industry or which requires re-payment may increase student commitment or encourage students to decline funding if they are not committed to the industry.
- The option continues to incentivize the training program with more hours of training, which is believed to prepare drivers more effectively for employment.

7.1.1.2 Implementation Considerations

Additional criteria to qualify for funding can be expected to reduce the pool of candidates who are like those who have applied in the past. A change in the style of funding may increase access to other candidates with a better long term fit for the industry and create an offsetting increase in both candidates and retention.

A regulatory change to the MELT and PVI program standards would be required to add minimum language proficiency and minimum Class 5 experience or training as prerequisites for training. These pre-requisites could be added to EDIT funding criteria with a policy change that may be implemented more quickly than a regulatory change.

Collaboration with the Student Aid program and/or changes to EDIT funding policy options will be necessary to enable the student-aid style of funding.

As with any program change, implementing these options should be accompanied by active communication to industry, training providers, and clients.

7.1.2 Incorporate realistic job previews along with career promotion to ensure candidate “fit” with the nature of work/lifestyle options for a professional truck driver

Some of the tactics to support this program option include:

Tactic	Responsible
<ul style="list-style-type: none"> Develop promotional campaign materials, including videos that showcase “real” people and their careers in the industry. 	Manitoba Trucking Association / Carriers
<ul style="list-style-type: none"> Establish an ambassador program where experienced drivers visit schools and career fairs to share their first-hand experience and provide mentorship to potential candidates. 	Manitoba Trucking Association / Carriers

7.1.2.1 Rationale

The five-year retention of long-haul truck drivers is less than 50% (compared to 72% overall retention for other trades) and is believed to be due, at least in part, to not fully understanding the lifestyle options of a truck driver. Stakeholders also indicate that a significant success factor is the interest and commitment of the student to the career opportunity.

Realistic job previews help truck driver candidates self-assess the fit of the benefits and realities of the job with their personal goals and lifestyle preferences prior to investments in training. This also improves recruitment of individuals who are likely to stay in the industry long term and increases awareness of a professional career as a truck driver.

There is a risk that this option will result in fewer candidates choosing to enter the industry as people will be equipped with more information and better ability to self-assess personal alignment prior to joining the industry. This should be balanced with an increased retention as recruitment efforts are better aligned to long term commitment to the industry as a career path.

7.1.2.2 Implementation Considerations

This option is considered best implemented by the MTA in collaboration with carriers as there are upfront costs associated with the professional development of videos, tools, and compensation of Ambassadors that may be a barrier for individual carriers, particularly smaller carriers.

This option is complimentary to Retention Option 7.3.1, which also relates to improvements in retention when the right candidate is selected at the recruitment phase.

7.1.3 Target recruitment and address barriers to attract women, Indigenous people, and youth to the trucking industry

Women, Indigenous people, and youth are currently under-represented in the trucking industry and represent a largely untapped area of potential. Several tactics can be used to help deliver on this option, including:

Tactic	Responsible
<ul style="list-style-type: none"> Develop targeted promotional campaigns with people from these representative groups that showcase the benefits of joining the industry, including access to targeted funding from TRHC. 	Manitoba Trucking Association / Carriers
<ul style="list-style-type: none"> Establish joint programs with Indigenous organizations to help remove barriers (e.g., access to targeted training funding through First Nation/Indigenous Organizations, customizing training course delivery for cultural differences). 	Manitoba Trucking Association / Manitoba Government / Manitoba Public Insurance
<ul style="list-style-type: none"> Recruit Indigenous Examiners to create a more comfortable testing environment for Indigenous candidates. 	Manitoba Public Insurance
<ul style="list-style-type: none"> Build and deepen relationships with students and instructors at secondary / post-secondary schools. 	Manitoba Trucking Association / Carriers
<ul style="list-style-type: none"> Develop and share industry guidance on ways to increase equity and inclusion in the workplace and make the industry more welcoming for these groups. 	Manitoba Trucking Association / Carriers
<ul style="list-style-type: none"> Apply industry guidance to review, evaluate and update corporate policy and human resource management to reduce any systemic barriers or make the work environment more welcoming for these groups. 	Carriers

7.1.3.1 Rationale

Women make up 48.2% of the workforce, but only represent 3.5% of the trucking industry (Trucking HR Canada, 2020). Individuals under 30 represent 12.7% of the Canadian Workforce but only represent 3.4% of the trucking industry. Perceptions believed to be limiting interest include the demands of the job, on-the road lifestyle, safety risks, and other working conditions that may represent barriers or risks to women and younger

people.

This option is designed to help gain access to an untapped candidate pool, and to enable access to other sources of funding for training (e.g., First Nations, Trucking HR Canada). Helping candidates understand the range of options within the industry and a strong commitment to ensuring a respectful workplace may encourage more candidates.

7.1.3.2 Implementation Considerations

Developing relationships with Indigenous organizations requires an investment of time and a commitment to collaboration.

Trucking HR Canada has funding programs for women, equity seeking groups, and student placements which can be explored to support the implementation of this option.

Increased representation may result in different demands from employers in terms of corporate policy and operational/human resource management. Successful implementation of this option is dependent on carriers being committed to creating a positive environment for women and Indigenous people. The timing of efforts to attract candidates is important: if promotional efforts come before the industry is ready to support these new talent groups, there is a risk that trust, and credibility may be lost resulting in a set-back in future recruitment and retention efforts fail.

7.2 Options to Improve Training

The following options are presented to address stakeholder concerns, reflect leading practices, and enable improvement in training processes and outcomes.

7.2.1 Increase resources for enforcement of training standards

Stronger monitoring and enforcement of training standards is important to ensure that delivery is consistent with the program requirements. Below is a summary of tactics that can be used to help deliver on this option:

Tactic	Responsible
<ul style="list-style-type: none"> Establish a risk-based audit process and progressive enforcement policy for training schools to confirm delivery of all required program elements to standards. 	Manitoba Government / Manitoba Public Insurance
<ul style="list-style-type: none"> Consider third party auditors and administration by Manitoba Trucking Association like the role the MTA plays in safety certification audits. 	Manitoba Government / MTA
<ul style="list-style-type: none"> Establish and enforce thresholds for acceptable pass rates to maintain training certification / license. 	Manitoba Government/Manitoba Public Insurance
<ul style="list-style-type: none"> Require training providers to establish internal quality assurance processes as part of certification/license requirements. 	Manitoba Government/Manitoba Public Insurance/Training Schools

7.2.1.1 Rationale

This option is designed to help:

- Address reported resource constraints in departments currently responsible for oversight, particularly with the significant increase in training schools since 2019.
- Ensure standards are upheld and increase training provider accountability to deliver quality training.
- Increase the effectiveness of quality assurance and efficiently expand the capacity for audits.
- Increase pass rates.

7.2.1.2 Implementation Considerations

Developing and implementing a third-party audit program will have initial and ongoing costs to address capacity constraints. A cost recovery model through training provider certification fees could offset the financial requirements to implement. This may create resistance from some training providers who are already concerned with program profitability.

Some training providers may believe that increased monitoring and accountability may impede their financial performance. Implementing this option along with Option 7.2.3 to streamline regulatory oversight may be more favourably received.

There is a risk that training schools will lose their ability to provide MELT and/or 244 training should they be unwilling or unable to improve their performance as it relates to compliance to program delivery and licensing outcomes. A period to identify and implement improvements in training programs is warranted to permit responsible training providers to retain certification.

Increased accountability may result in an overall reduction in training suppliers, the number of training seats available, and ultimately reduce the throughput capacity of training for truck drivers. There are currently believed to be approximately 40% of training participants from out of province. Limiting training seats to Manitoba permanent residents or increasing tuition to be competitive with neighbouring provinces may mitigate this risk.

7.2.2 Enable public access to information on training outcomes by provider

Enabling public access to information on the quality of training empowers students and carriers to select a quality provider and creates a naturally competitive training environment that helps promote positive training outcomes. Below is a summary of tactics that can be used to help deliver on this option:

Tactic	Responsible
<ul style="list-style-type: none"> • Update training school certification requirements to include consent to publish pass rates. 	Manitoba Government / MPI
<ul style="list-style-type: none"> • Publish pass rates by training provider based on a predetermined reporting cycle. 	Manitoba Public Insurance
<ul style="list-style-type: none"> • Establish a “trusted trainer” status for training companies and employers who provide strong on-the- job training. 	Manitoba Trucking Association

7.2.2.1 Rationale

This option is designed to help:

- Improve consumer awareness and protection.
- Increase training company accountability.
- Create an incentive for training companies to be competitive based on key performance outcomes
- Increase pass rates.
- Better match new drivers to carriers who have established effective on-the-job training processes.

7.2.2.2 Implementation Considerations

As above, there is a risk that the natural selection that may arise from making competitive information available may reduce the number of training providers. If trusted trainers are not able to increase their capacity this may limit the number of training seats available, and ultimately reduce the throughput capacity of training for truck drivers. The number of providers should be monitored to ensure that sufficient variety and competition remains. Providers increasing tuition to be more in line with other provinces may help reduce the number of out of province students taking seats in classes. This will help mitigate the risk of lower throughput capacity and help enable providers to provide higher quality programs.

There may be resistance and political pressure from training schools who believe that the pass rate data is not solely their responsibility and may result in corresponding pressure on MPI to evaluate their examination processes.

A “trusted trainer” certification program will require time and resources to develop, both for the MTA to administer the program, and for training providers and carriers who may need to document or enhance their programs to qualify for this status. Companies that have demonstrated sufficient interest in the quality of their programs could be identified as registered in the program while pursuing trusted status. It will be important to engage stakeholders on how the program should be implemented and consider a trial period with feedback that provides trainers and carriers time to align to the new standard.

7.2.3 Streamline regulatory oversight

Currently, MPI is responsible for the regulation of instructor permits, driving school permits, training vehicle regulations, and administering Class 1 Practical Tests for both MELT and the 244-hour training program. MPI is also responsible for regulating the MELT programming, including creating and updating course materials. Advanced Education and Training also regulates the 244-hour program. The PVI Branch is responsible for site inspections of private vocational institutions and Apprenticeship Manitoba is responsible for review and approval of curriculum. Training providers have identified challenges with this dual regulatory function. Streamlining regulatory oversight to a single oversight body will help simplify the regulation of training schools and improve the ability to both comply and audit compliance. Below is a summary of tactics that can be used to help deliver on this option:

Tactic	Responsible
<ul style="list-style-type: none"> Establish a single regulatory oversight body 	Manitoba Government
<ul style="list-style-type: none"> Establish clear process to collect input on standards, process, and curriculum from others (e.g., industry, training schools, etc.). 	MPI or PVI

7.2.3.1 Rationale

This option is designed to help:

- Streamline standards and requirements.
- Reduce confusion and inconsistency that results from multiple regulatory oversight bodies.

7.2.3.2 Implementation Considerations

Regulatory oversight is codified in regulations and legislation, and a regulatory change would be required to reduce to a single authority. Pending such a change, one of the organizations may be selected to act on behalf of both, and to bring together the requirements to simplify compliance requirements for providers. Moving to a single oversight agency would require an evaluation of resource requirements to ensure compliance and adherence to training standards, effective and timely enforcement of infractions, updated staff technical requirements, etc. This would require resource analysis to ensure that it is set up to be successful. There is also opportunity to streamline and align programs so future changes and requirements apply to both PVI and MELT.

Regardless of how the process is simplified, advance notice of any changes should be communicated to impacted providers.

7.2.4 Limit the number of license testing attempts before re-training is required

Currently a person may take repeated, unlimited licence examinations for the Class 1 licence, with the only limits being available times and access to a testing vehicle. This has resulted in a clogged system, and concerns that testing is inappropriately used for practice. Low pass rates from high volume test takers are creating higher demand than necessary for Class 1 testing. This results in delays for individuals seeking other classes of exams (e.g. Class 5) due to needing to shuffle limited resources to support testing of high volume/low pass rate candidates. This option is to limit the number of test attempts before re-training is required to address the deficiencies through training rather than practice testing.

Tactic	Responsible
<ul style="list-style-type: none"> Establish a maximum number of license testing attempts before additional training is required. 	MPI
<ul style="list-style-type: none"> Establish retraining requirements and reporting protocols. 	Government of Manitoba/Training Schools

7.2.4.1 Rationale

This option is designed to help:

- Reduce demands on and delays for license examinations.
- Address skill gaps through training rather than testing.

7.2.4.2 Implementation Considerations

The cost of retraining may become prohibitive resulting in people opting out after reaching the cap of unsuccessful tests. The total cost may ultimately be less as test vehicles need to be rented for each (unsuccessful, repeated) test.

This option should be considered in collaboration with Training Option 7.2.2 to ensure it incentivizes training schools to focus their efforts on positive training results versus increasing revenue through retraining efforts. Enable public access to information on training outcomes by provider will make schools with positive testing outcomes more in demand for students to select them as their schools of choice creating the opportunity to charge for a premium training experience.

Policy change would be required, and training schools and students will need to be made aware of the changes. Training schools will need to work with MPI to determine standards for re-training and then develop capacity to deliver this training.

7.2.5 Expand minimum standards/establish graduated licensing to include a minimum period of on-the-job training before achieving a “full” Class 1 License.

A graduated licensing program helps ensure that new drivers are supported in their learning and safe on the road. This is currently in place for all drivers seeking a Class 5 licence who have not previously held an equivalent licence from another jurisdiction.

For a Class 1 Licence, the proposed option for a graduated licence would include the knowledge test, required minimum formal training, the on-road licence examination, followed by a period of on-the-job training before the licence is recognized as a ‘full’, unrestricted licence. This is similar in concept to an abbreviated apprenticeship model.

Tactic	Responsible
<ul style="list-style-type: none"> Develop standards for employer-provided onboarding, training, and mentorship for a minimum period to achieve a full license. 	Government of Manitoba/Manitoba Public Insurance/Manitoba Trucking Association
<ul style="list-style-type: none"> Develop standards/resources for employers to enable consistent on-the-job training. 	Manitoba Trucking Association/Manitoba Public Insurance
<ul style="list-style-type: none"> Update licensing and/or training regulations so that the minimum standard of training includes a period of driving experience and/or an additional pre-requisite training module covering elements normally learned through Class 5 training or experience. 	Government of Manitoba
<ul style="list-style-type: none"> Establish tracking and reporting requirements to ensure consistent enforcement of the minimum period of on-the-job experience. 	Manitoba Public Insurance
<ul style="list-style-type: none"> Evaluate opportunities for wage subsidies during on-the-job training 	Government of Manitoba/Manitoba Trucking Association/Carriers

7.2.5.1 Rationale

This option is designed to help:

- Ensure that Class 1 drivers have sufficient experience to safely operate transport trucks in the context of their specific employment.
- Increase public safety.
- Level the playing field for employers regarding required on-the-job training for new drivers.

Some employers are reportedly competing unfairly for drivers by offering a ‘contractor’ compensation structure to avoid legally required payroll deductions or contributions if the driver is an employee. Ensuring that companies who do not offer training also do not offer this type of compensation structure will help to reduce unfair competition for responsible employers.

This option also reflects on the industry’s assessment of the relative success of a previous program that included a defined period of on-the-job experience as part of the overall driver training program.

7.2.5.2 Implementation Considerations

There is an upfront investment to provide new drivers with on-the-job training. Small carriers have already indicated the cost of doing so is a barrier. Establishing this requirement as a consistent standard may enable carriers to establish rates to absorb this as a general as an industry cost of doing business. In the short term, access to wage subsidies during training will be an important consideration to minimize the impact on carriers. Standards for on-the-job training and related resources for employers will need to be developed and will have an up-front investment.

There is a risk that some employers will not hire new drivers due to the time and/or cost of on-the-job training requirements. This may impact the competitive environment if these carriers offer lower rates than ‘training’

employers. Training employers, however, would have the first opportunity to increase their workforce with drivers they have been able to evaluate through the training process, enabling a competitive advantage of a more productive workforce of professional drivers.

It will be important to ensure that all new drivers are subject to this requirement and companies using the “driver inc.” are not exempt.

7.2.6 Consider development of an expanded delivery model like Quebec’s DEP and/or extended courses for truck driver training

Quebec’s DEP program, which includes significantly higher training hours, is notably more successful in developing qualified professional drivers who are more likely to remain in the industry. The program is available to youth under 18 and is publicly funded. This program has not been evaluated by MPI and currently is not recognized as equivalent to Manitoba’s MELT standards. Other options that include extended hours of in-cab learning may also see similar successful outcomes.

Below is a summary of tactics that can be used to help deliver on this option:

Tactic	Responsible
<ul style="list-style-type: none"> Assess equivalency of Quebec’s DEP program for MELT requirements in Manitoba. 	Manitoba Public Insurance
<ul style="list-style-type: none"> Evaluate the feasibility and cost benefit of an expanded delivery model like Quebec’s DEP. 	Manitoba Government
<ul style="list-style-type: none"> Evaluate the feasibility of driver training that is taken after a student achieves a Class 1 license to increase skills and experience. 	Manitoba Government/Manitoba Trucking Association

7.2.6.1 Rationale

This option is designed to help:

- Increase the level of skills and experience gained through training for truck drivers.
- Increase pass rates and retention.
- Attract additional students, potentially including youth.
- Enable access to student aid (as a longer course), reducing cost barriers for students.
- Increase the job-readiness of new drivers to reduce the cost barriers of on-the-job training.

7.2.6.2 Implementation Considerations

A delivery model similar to Quebec’s DEP would need to involve multiple partners (e.g., educational institutions, industry, licensing) and has significant operational requirements. This complexity creates an element of risk and would require careful planning.

Evaluation of Quebec’s DEP program for equivalency to Manitoba’s MELT standards is more straightforward and may enable access to this training for Manitoba students in the near term. If equivalency is accepted, Manitoba students could access this extended training model and qualify for Class 1 licence testing. The extent to which the program is only available in French may present a barrier to Manitoba students. Similar programs

are being developed in Ontario that could also be evaluated to enable access to an English language program. A post-license training program would require resources to develop a curriculum, and to deliver. Incentives may be required to attract training provider interest in delivering such a program. Students may also require additional income support if they are unable to earn while in this program.

7.2.7 Review/evaluate MELT and PVI programs and curriculum standards

The current training programs are falling short of industry expectations in their ability to develop skills to licence and ensure drivers are road ready. Training providers also identified opportunities to improve existing programs standards and requirements. The MELT program was first implemented in 2019. There is now sufficient experience to enable a meaningful evaluation and would be consistent with a leading practice standard to review programs every three (3) to five (5) years. A detailed review and evaluation of both the MELT and 244-hour courses and curriculum standards is needed to ensure that these courses achieve their training goals. Below is a summary of tactics that can be used to help deliver on this option:

Tactic	Responsible
<ul style="list-style-type: none"> Establish an evaluation framework for evaluating current training programs now, and on a recurring basis for continuous improvement. This may include a minimum standard for schools. 	Government of Manitoba
<ul style="list-style-type: none"> Review/update minimum standards/equipment that may be used with a focus on practical application (e.g., flat deck trailers, tarping, and strapping) and sufficient inclusion of road and safety regulations. 	Government of Manitoba
<ul style="list-style-type: none"> Establish a technical advisory committee with representatives from industry, government, and training providers to provide expertise on the development and ongoing update of curriculum. 	Manitoba Trucking Association

7.2.7.1 Rationale

This option is designed to help:

- Ensure consistent, modern, and effective curriculum standards.
- Ensure programs remain current and effective through regular review.
- Improve pass rates and driver readiness.

7.2.7.2 Implementation Considerations

Design of an evaluation framework may require an initial upfront investment, as well as resources to track performance metrics, and conduct evaluations on an ongoing basis. It will require engagement with key stakeholders to ensure the framework is both practical and effective.

Training Options 7.2.7-7.2.9 encourage a focus on continuous improvement of training programs, instructor training and license examination. There are greater benefits, and may be greater acceptance, if implemented together to support effectiveness as an end-to-end system than if implemented individually.

7.2.8 Establish an evaluation framework for review/continuous improvement of MTA Instructor/Mentor Training

Instructor knowledge and skill is a proven factor in the quality of training. Similar to driver training programs, applying effective practices for standard scheduled review (e.g., every five years) and continuous improvement of MTA instructor training will help ensure instructors are also receiving best in class education to enable effective training for new drivers. Below is a summary of tactics that can be used to help deliver on this option:

Tactic	Responsible
<ul style="list-style-type: none"> Establish an evaluation framework for instructor training with inputs from carriers, training providers, and participants. 	Manitoba Trucking Association
<ul style="list-style-type: none"> Establish a technical advisory committee to provide expertise on the development and ongoing update of curriculum. 	Manitoba Trucking Association

7.2.8.1 Rationale

This option is designed to help:

- Ensure a disciplined approach to review and continuous improvement of instructor training.
- Enable stakeholder input to receive feedback on, and insights to improve training programs.
- Establish consistent expectations for program evaluation across all types of training.
- Provide stakeholder confidence that the single provider of instructor training is delivering a high quality, best in class program.

7.2.8.2 Implementation Considerations

Design of an evaluation framework may require an initial upfront investment. Additional resources will also be required to conduct such evaluations on an ongoing basis and track performance metrics and training for the MTA (or other providers). It will require engagement with key stakeholders to ensure the framework is both practical and effective.

Training Options 7.2.7-7.2.9 encourage a focus on continuous improvement of training programs, instructor training and license examination. There are greater benefits, and may be greater acceptance, if implemented together to support effectiveness as an end-to-end system than if implemented individually.

7.2.9 Establish, refine and/or confirm completion of review and evaluation of License Examination/Testing

Consistency and effectiveness in the licence examination process is as important as quality in the training processes. Training providers expressed concern with inconsistencies and methods used for Class 1 License examinations. MPI reported regularly reviewing the results of individual examiners, and the MTA indicated some elements of concern had been previously considered and accepted by industry. If thorough processes are in place for ongoing review and evaluation of examination processes (as well as individual examiners), reviewing these processes with stakeholders may increase confidence. Below is a summary of tactics for this option:

Tactic	Responsible
<ul style="list-style-type: none"> Ensure a thorough evaluation framework is in place, regularly conducted, and incorporates input from carriers, training providers, and participants. 	Manitoba Public Insurance
<ul style="list-style-type: none"> Establish a technical advisory committee to provide expertise on the development and ongoing update of examination processes. 	Manitoba Public Insurance

7.2.9.1 Rationale

This option is designed to help:

- Ensure a disciplined approach to evaluation of examination requirements and process to ensure they remain current and effective in evaluating new drivers.
- Support industry confidence and public safety.
- Reduce deflection by training providers that problems are more about issues with testing than about the quality of training.

7.2.9.2 Implementation Considerations

Training Options 7.2.7-7.2.9 encourage a focus on continuous improvement of training programs, instructor training and license examination. There are greater benefits, and may be greater acceptance, if implemented together to support effectiveness as an end-to-end system than if implemented individually.

7.3 Options to Improve Retention

The following options are presented to address stakeholder concerns, reflect leading practices, and improve retention of professional drivers in the trucking industry.

7.3.1 Implement self-screening tools as part of recruiting efforts

Effective retention begins at recruitment, particularly for a career that has specific or unique elements to the work environment and experience. Providing candidates with the ability to self-assess fit with a career as a professional truck driver will help them make an informed decision about entering the industry. It is also a low barrier way for a broader pool of candidates (women, youth, Indigenous people) to consider a career as a professional truck driver more thoroughly. This option is consistent with and complementary to Recruitment Option 7.1.2. The following tactics can be implemented to support realistic job previews:

Tactic	Responsible
<ul style="list-style-type: none"> Identify key success factors and a tool that empowers candidates to self-evaluate to help determine long-term fit. 	Manitoba Trucking Association
<ul style="list-style-type: none"> Establish funding commitments for new recruits to ensure shared interest in long-term career prospects (e.g., returnable funds after x years employed). 	Carriers / Manitoba Government

7.3.1.1 Rationale

This option is designed to help ensure:

- Truck driver candidates have appropriate information to better self-assess their personal goals and lifestyle preferences and how they align to the realities of the job to determine if they are a good fit prior to training.
- Improve recruitment and retention of individuals who are likely to stay in the industry long-term.
- Mutual commitment of truck driver candidates and carriers to long-term career prospects.

There is a risk that this option will result in fewer candidates as people self-select away from a role in the industry; however, self-assessment tools may also invite additional candidates and help to identify elements of the industry that are a better fit (local, shorter haul, regular routes, etc.) that an individual may not otherwise be aware of. While the number of candidates choosing to enter the industry may be smaller, it can be expected that the ones who do are more likely to stay in the industry. Experience gained in these areas would also provide experience should a driver become interested in other types of routes.

7.3.1.2 Implementation Considerations

There are upfront costs associated with developing screening tools, which may be a barrier for some employers. An industry-developed tool set hosted on the MTA’s site may help to address this barrier as well as provide consistent access for candidates considering various employment options. As noted above, this option is complementary to and would benefit from being implemented along with Recruitment Option 7.1.2.

7.3.2 Develop leading practice education for employers on equity and inclusion, and other retention strategies specific to a career as a professional truck driver

Providing employers with education on industry specific leading retention practices can advance the industry as a whole and help prevent losing drivers to other sectors. Below is a summary of tactics that can be used to help deliver on this option:

Tactic	Responsible
<ul style="list-style-type: none"> • Develop industry specific guides for employers on leading retention practices, including diversity, equity, and inclusion. 	Manitoba Trucking Association
<ul style="list-style-type: none"> • Establish an advisory council to identify and address the unique challenges they face and the supports they need (note: small and large carrier representation is important as they are likely to have both common and differing challenges). 	Manitoba Trucking Association
<ul style="list-style-type: none"> • Develop an education program for carriers to understand different employment models and their benefits and limitations to support an increase in monitoring and enforcement of “Driver Inc.” employment arrangements. 	Manitoba Trucking Association

7.3.2.1 Rationale

This option is designed to help improve:

- Retention of truck drivers across all aspects of the industry.
- Access to resources for Carriers to help them incorporate leading practice (particularly those that do not have the ability to resource internally).
- Public perceptions of the industry overall as a progressive career option.

7.3.2.2 Implementation Considerations

There are upfront costs associated with developing guidance for employers, and for employers to implement progressive programs. The costs to employers may be considerably offset if they are successful in improving retention.

Resources should be designed to advance the industry as a whole while leaving room for carriers to customize their approaches as part of their competitive advantage as an employer of choice. There is a risk that carriers with currently strong programs will perceive these resources as taking away their competitive advantage and may be reluctant to share information.

8 Implementation Considerations

Section 7 Policy and Program Options for Manitoba identifies several implementation considerations specific to each option. The following sections outline which options require changes to regulation, which require investment in program development, and which can be considered “quick wins”.

8.1 Options that Require Regulatory / Policy Change

Options that require regulatory change tend to take longer to implement and require multi-stakeholder engagement. Below is a summary of the options outlined in Section 7: Policy & Program Options for Manitoba that require regulatory change:

Option	Regulatory / Policy Change Consideration
7.1.1 Re-align funding eligibility and delivery to target candidates likely to remain in the industry	A regulatory change to the MELT and PVI program standards would be required to add minimum language proficiency and minimum Class 5 experience or training as prerequisites for training. These pre-requisites could be added to EDIT funding criteria with a policy change that may be implemented more quickly than a regulatory change.
7.2.3 Streamline regulatory oversight	Regulatory oversight is codified in regulations and legislation, and a regulatory change would be required to establish a single authority.
7.2.4 Limit the number of license testing attempts before re-training is required	Policy change is required.
7.2.5 Expand minimum standards/establish graduated licensing to include a minimum period of on-the-job training before achieving a “full” Class 1 License.	Updates to licensing and/or training regulations so that the minimum standard of training includes a period of driving experience and/or an additional pre-requisite training.

8.2 Options that Require Investment in Program Development

Options that require investments tend to take longer to implement and require multistakeholder engagement. Below is a summary of the options outlined in Section 7: Policy and Program Options for Manitoba that require financial investment in program development:

Option	Investment in Program Development Consideration
<p>7.2.1 Increase resources for enforcement of training standards to address current capacity constraints</p>	<p>Developing and implementing a third-party audit program will have initial and ongoing costs. A cost recovery model through training provider certification fees could offset the financial requirements to implement. This may create resistance from some training providers who are already concerned with program profitability</p>
<p>7.2.2 Enable public access to information on training outcomes by provider</p>	<p>A “trusted trainer” certification program will require time and resources to develop and administer the program, and for training providers and carriers who may need to document or enhance their programs to qualify for this status.</p>
<p>7.2.6 Consider development of an expanded delivery model like Quebec’s Diploma of Vocational Studies (DEP) and/or extended courses for truck driver training</p>	<p>A post-license training program would require the development of a new post-secondary program including funding and resources to develop a curriculum, and to deliver. Incentives may be required to attract training provider interest in delivering such a program. Students may also require additional income support if they are unable to earn while in this program.</p>
<p>7.2.7 Review/evaluate MELT and PVI programs and curriculum standards</p>	<p>Design of an evaluation framework may require an initial upfront investment, as well as resources to track performance metrics. It will require engagement with key stakeholders to ensure the framework is both practical and effective.</p>
<p>7.2.8 Establish an evaluation framework for review/continuous improvement of MTA Instructor/Mentor Training</p>	<p>Design of an evaluation framework may require an initial upfront investment. Additional resources will also be required to conduct such evaluations on an ongoing basis and track performance metrics and training for the MTA (or other providers).</p>
<p>7.3.2 Develop leading practice education for employers on equity and inclusion, and other retention strategies specific to a career as a professional truck driver</p>	<p>There are upfront costs associated with developing guidance for employers, and for employers to implement progressive programs.</p>

8.3 Lower Complexity Options

Lower complexity options are lower cost opportunities that can be implemented with a lower investment of effort. They provide quick benefit to the stakeholder groups they are intended to benefit. Below is a summary of the options outlined in Section 7: Policy and Program Options for Manitoba that require financial investment in program development:



Option	Lower Complexity Option Consideration
<p>7.1.2 Incorporate realistic job previews along with career promotion to ensure candidate “fit” with the nature of work/lifestyle options for a professional truck driver</p>	<p>This option is considered best implemented by the MTA in collaboration with carriers as there are upfront costs associated with the professional development of videos, tools, and compensation of Ambassadors that may be a barrier for individual carriers.</p>
<p>7.1.3 Target recruitment and address barriers to attract women, Indigenous people, and youth to the trucking industry</p>	<p>Aspects of this option can be implemented quickly, if not immediately. E.g., efforts can begin to start building relationships with Indigenous communities, exploration of broader use of Trucking HR Canada funding programs for women, equity seeking groups, and student placements.</p>
<p>7.3.1 Implement self-screening tools as part of recruiting efforts</p>	<p>Upfront costs are low, and an industry standard can support prospective candidates and carriers of all sizes in identifying recruits that are likely to stay in the industry for the long term.</p>

9 Appendices

9.1 Appendix A – Communication Channels and Support for New Hires

Assign New Hires an Onboarding Buddy

Working at a new organization is a new experience and requires learning the norms, customs and culture of the people and company. To help transition a new hire, assign them to an employee who has at least one (1) year of experience working at the organization to help the new hire learn the culture and be the first point of contact, other than the direct supervisor, that can help the new hire if they have any questions as they learn and transition into their role. Assuming the new hire does not know anyone at the company on their first day, this will be a great way to introduce them to another current employee who will be able to take time to introduce them to other people in the office and ideally help the new hire make the connections they need to collaborate and work with others quicker than if they did not have an onboarding buddy. The onboarding buddy will support the new hire during their probation period but could be the start of a strong connection that the new hire leverages as they advance their career. This is also a leadership opportunity for the onboarding buddy that will contribute to the buddy's own learning and development.

Additionally, ensuring new, recently licensed drivers, are partnered with experienced drivers for technical skill support as they learn how to put their training into real-world practice. This buddy can be the same person, or a different person as described above for cultural and organizational onboarding or a different person. For this portion of onboarding, it should be someone with a stellar driving record who can ensure newly licensed drivers build good driving records and keep safety as top priority.

Inform Current Employees of the New Hire

Let other employees know that they will have a new colleague in the next few days by sending out an email to all the relevant people around the new hire. This could be organizational wide if it is a smaller company or to the team that the new hire will be working with if it is a larger company. The email does not need to be long, but should include:

- The name of the new hire, their role, and when their start date is.
- A brief background on the new hire such as education, previous work experience, hobbies, and interests.
- A call to action for other employees to assist the new hire in feeling welcome.

Provide Managers and the New Hire with a Checklist of Activities for at Least the First Three Months

The first few months of onboarding is critical to the successful integration of the new hire and bringing them up to a reasonable level of productivity as soon as possible. To ensure that the onboarding experience is successful and does not have any gaps, it is helpful for companies to provide both the direct supervisor and employee responsible for onboarding to complete with the new hire. These checklists should be for key activities within a set timeframe, such as items to complete in the first day, first week, first month, and first three months.

It is important that there be shared accountability for the onboarding checklist and that human resources be involved with periodic check-ins with the new hire to see how their onboarding experience is going at least once a month within the first three months. It is also important for senior management or human resources to

check-in with the hiring manager to check on progress of the onboarding list and providing the manager any support they require to successfully onboard the new hire. When developing an onboarding checklist, it's important they account for both the corporate onboarding components as well as technical expertise checks to ensure that the new hire is meeting the appropriate technical standards and safety requirements.

Develop Internal Onboarding Process for Promotions or Role Changes

Even when an employee has been with a company for years, when they are promoted or take on a new role, they are essentially starting a new position. It is important to provide experienced employees in new job positions with supports to help transition into that new role. Develop an internal onboarding process for positions that are technical and at a management level. An email from the previous position incumbent, a list of tasks and responsibilities, and instructions on specific tasks will help the employee.

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