



Saskatchewan Plumbing & Pipefitting Sector Human Resource Strategy Phase II

HUMAN RESOURCE AWARENESS & EDUCATION
ABORIGINAL EMPLOYMENT STRATEGY
COMMUNICATIONS

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EXECUTIVE SUMMARY

Phase I

In 2000, the Mechanical Contractors Association of Saskatchewan (MCAS) and Saskatchewan Provincial Pipe Trades Association (SPPTA) received funding through the Sector Partnerships Program of Saskatchewan Learning, (formerly Saskatchewan Post-Secondary Education and Skills Training) to establish the Saskatchewan Plumbing and Pipefitting Sector Partnership. This partnership brought together all industry stakeholders to develop effective approaches to ongoing labour market challenges, with the following objectives:

- To assist industry to attract and retain well trained workers;
- To foster and strengthen the apprenticeship training culture in the industry; and
- Address recruitment and retention of Aboriginal persons, young people and women.

The result was the “Saskatchewan Plumbing and Pipefitting Sector Human Resource Strategy and Needs Analysis”, a comprehensive report which outlined 14 major recommendations. The Steering Committee continued to work together to address recommendations following the release of the Strategy. In 2001, the MCAS and SPPTA, on behalf of the partnership, received additional funding through the Sector Partnerships Program to assist in the implementation of Phase II of the Strategic Plan. Phase II has enabled the execution of key strategic recommendations and an up to date look at apprenticeship activity in the piping trades in Saskatchewan.

Phase II

Update on Piping Trades in Saskatchewan

To establish a context for Phase II activities, and to help with setting priorities, the Steering Committee determined the need to update plumber and steamfitter-pipefitter apprenticeship trends to obtain the most recent data available.

Key Findings

As of June 2003, there were 436 plumbers and 90 steamfitter-pipefitter apprentices registered with the Saskatchewan Apprenticeship and Trade Certification Commission (ATCC). An average of about 40 plumbers and 10 steamfitter-pipefitter completions have occurred in each of the past three years (from 2001 to 2003).

The plumbing trade ranks fourth in number of registrations in Saskatchewan, with 8.5% of overall apprenticeship registrations. While the total number of registered apprentices have increased by 2% overall in the past 5 years, the number of registered plumbers and steamfitter-pipefitters have increased by 53% respectively.

Analysis shows however, that after several years of rapid growth, registrations in the past two years have leveled off for both the plumbing trade and apprenticeship training as a whole. It is likely that the introduction of client fees to the apprenticeship system has contributed to this trend. However, as an industry-driven system, apprenticeship activity is expected to closely reflect labour market demands, which will fluctuate with economic conditions and opportunities.

Employer Survey

Phase II commenced with an employer survey to examine the need for industry education in human resource practices, and Aboriginal workforce issues. The survey also sampled opinions regarding a proposed plumbing training initiative that was identified during Phase I. The survey was used as input to design initiatives and strategies in the following areas:

Phase II Key Results

1. Industry Education on Human Resource Practices

Employers must attract and retain new employees from all sources, including Aboriginal and non-traditional workers, in order to grow and prosper. The project coordinated the delivery of a human resource workshop, including education on labour market practices. The highlight was a Saskatchewan Labour Standards presentation and discussion.

Fair and effective workplace policies are key to ensuring a company can compete as an employer of choice for youth and Aboriginal workers. A set of basic human resource policy templates, in Company Handbook format were developed, and are now available to employers as a result of this project.

2. Aboriginal Workforce Development

Census 2001 population statistics confirm the growth of the Aboriginal population and the trends that establish the significance of the Aboriginal youth market to Saskatchewan's future labour force. Saskatchewan has the oldest labour force in Canada at 39.8 years of age. Our Aboriginal population grew 17% since 1996, while the remainder of the population declined 3.4%.

Examination of literature and best practices were shared by local, provincial and national organizations that promote Aboriginal representation in the workplace. The Apprenticeship and Trade Certification Commission itself has approved a Representative Workforce Strategy for the apprenticeship and trade certification sector. Networking and exploration of resources, opportunities and needs within these groups and many others is fundamental to the strategy. The Committee has begun a process of establishing connections with many of them, including linkages with Aboriginal agencies and groups.

The Sector also established linkages for ongoing training sessions on Aboriginal workforce development. The Mechanical Contractors Association of Saskatchewan and Saskatchewan Provincial Pipe Trades Association participated in the Employer Circle initiative coordinated by Saskatoon Regional Economic Development Association (SREDA), Saskatoon Tribal Council and the Federation of Saskatchewan Indian Nations (FSIN).

2.1 Pre-Apprenticeship Training

In 2003, plumbing pre-apprenticeship training was delivered, with Aboriginal Initiatives funding provided by the Saskatchewan Apprenticeship & Trade Certification Commission, and in collaboration with the Saskatoon Tribal Council, Saskatchewan Indian Institute of Technologies, SIAST and participating employers. The Committee proudly congratulates the newly registered Aboriginal apprentices that graduated from this first, sector-coordinated program.

A program evaluation generated lessons learned from the training, including:

- Importance of integrating and maintaining strong connections with employers and industry throughout the program;
- The value of having a full time project coordinator; and
- The significance of a strong transition into employment.

The Sector Committee supports a training initiative in the Regina market for 2004.

3. Career Awareness

A lack of career related information on piping sector careers was addressed by developing a Career Awareness brochure for students, job seekers, and agencies. An initial distribution of the resource has already occurred and more are intended. The brochure is available on the website of the Mechanical Contractors Association.

The opportunity to utilize a website for career information and communications with both employers and potential apprentices was identified, and suitable materials and useful links were developed.

4. Sector Renewal

The Saskatchewan Provincial Pipe Trades Association (SPPTA) and the MCAS strengthened their commitment to work together and re-signed their Human Resources agreement for an additional term. They have found their partnership to be yielding mutual benefits and efficiencies and are being called upon by their respective provincial and national counterparts to share the model of cooperation that they have developed.

Conclusions and Action Plan

The Saskatchewan Plumbing & Pipefitting Sector Human Resource Strategy will go forward into 2004 with an Action Plan prioritizing communications activities and partnerships with all stakeholders, to:

1. Expand Awareness of Industry Careers;
2. Strengthen Industry Human Resource Practices;
3. Implement Aboriginal Employment Strategies; and
4. Renew Labour Force Data.

The Sector Partnership plans to explore the feasibility of establishing a Coordinator position to work with schools, the Aboriginal community and all stakeholders in a communications and education role.

1.0 INTRODUCTION

The most pressing human resource challenge of the plumbing & piping industry in Saskatchewan is comparable to that of other sectors - many industries and companies competing for the same workers. When today's employees retire, who will replace them? How can employers address the challenges of finding and retaining a strong, learning - oriented, employee base?

As the labour market changes, it is more important than ever that piping industry employers strengthen and renew their approach to develop and attract new employees, in the present and for the future.

Dale Botting, formerly of the Saskatoon Regional Economic Development Authority (SREDA), recently said:

"Human resources management practices are becoming now the dominant key to competitiveness among employers. We used to take it for granted at one point hiring was essentially a buyers market. In other words one could pick and choose among the crop so to speak of up and coming employees. That's no longer the case and it's important for employers to be as creative as possible to not only recruit but to retain workers." -- Dale Botting, Saskatoon Regional Economic Development Authority, Saskatoon

Source: Saskatchewan Labour Force Development Board website.

The challenges facing the Piping Sector are evolving, but still ongoing:

- changes to the Provincial Apprenticeship system;
- varying Government regulatory systems;
- emerging gas and building technologies;
- expansion of gas lines in the Province;
- increasingly diverse customers;
- fluctuating market demand for labour;
- an aging workforce; and
- shifting labour force demographics.

In 1999 in response to these circumstances, sector stakeholders recognized the need to generate a common understanding of the human resource and training needs of the market. With funding from the JobStart/Future Skills Sector Partnerships Program of Saskatchewan Learning (formerly Saskatchewan Post-Secondary Education and Skills Training), the Sector formulated a comprehensive Needs Analysis and Human Resources Strategy that brought together key stakeholders and consulted with industry to find out more about their issues and challenges. The Sector Human Resource Plan was finalized in 2000, and generated 14 recommendations, which are described in Appendix A.

Saskatchewan's Plumbing & Piping industry is characterized by approximately 500 businesses employing an estimated 3,800 people. The industry consists of both union and non-union shops, rural and urban, and large and small employers:

- Small businesses dominate, with 87% of firms employing 1 to 9 employees.
- Industry serves various market segments: half serve residential markets, one third are in commercial, 9% in industrial and 4% in institutional markets.
- The type of work or activity conducted by industry is varied: 53% are in new construction, one third are in service and repair, 10% in maintenance work and 4% in industrial.
- Difficulty recruiting new employees due to skill shortages was confirmed as a pressing issue.
- Rural and urban businesses face different needs and challenges in their human resource development.

In 2001, sector commitment was extended to the next level with the coordination of a Phase II project to focus on the strategic priorities of the Human Resource Plan:

1. Industry Human Resources Development Awareness and Education.
2. Aboriginal Employment Strategies, including awareness and education.
3. Communications: an Apprenticeship Guideline Booklet for the communication of roles and responsibilities in the Apprenticeship System.

To assist industry in undertaking these initiatives, the Sector requested funding assistance from Saskatchewan Learning through the Sector Partnerships Program.

Section 1.1 outlines the work undertaken in Phase II.

1.1 Phase II Project Methodology

Update on Piping Trades Activity

The most recent information on apprenticeship activity as reported in the Annual Report of the Saskatchewan Apprenticeship & Trade Certification Commission was summarized for the Sector Committee. This information includes indentures to the trades, completions and withdrawals.

Employer Survey

Of a target group of fifty-three companies, 38 telephone interviews were conducted. A copy of the survey was faxed to the contact list prior to calls being made.

The survey enabled the group to explore the parameters, scope and timing of the initiatives under development in Phase II. This report does not present the survey results in its entirety, but has organized key findings of the survey along with a discussion of each activity.

Industry Human Resources Development Awareness and Education

The Sector Committee implemented its strategy to pilot an educational workshop for industry employers and to develop a set of human resource policy templates for small business.

Aboriginal Employment Strategies

The approach taken in this area was to review literature for background information relevant to Aboriginal strategy development, and also to implement a pre-apprenticeship training program.

The literature review consisted of:

- a summary of barriers to employment and apprenticeship for Aboriginal persons;
- review of best practices in Aboriginal employment;
- update of key census 2001 data;
- a summary of potential community based contact points between employer and Aboriginal employment agencies; and
- review of Aboriginal Awareness Education course providers.

A major event of Phase II was a pre-apprenticeship training program, which commenced in January 2003.

Communications: Apprenticeship Guidelines Booklet on Roles and Responsibilities

A consultation process with industry and the Apprenticeship and Trades Certification Commission (ATCC) was conducted to address a Communication Strategy to produce a brochure which would serve as a tool for promoting trades careers, a better understanding of the industry and the roles of all parties in the sector.

The consultation process identified that there currently exists several new booklets or brochures on apprenticeship guidelines that the Committee felt addressed communications strategies. It was therefore decided to redirect project activities from developing a new brochure, toward career awareness planning and to expand work on the Aboriginal strategy. A career pamphlet was drafted to assist in the above two initiatives.

2.0 PROJECT ACTIVITIES

2.1 Update On Piping Trades Indentures, Cancellations, Completions

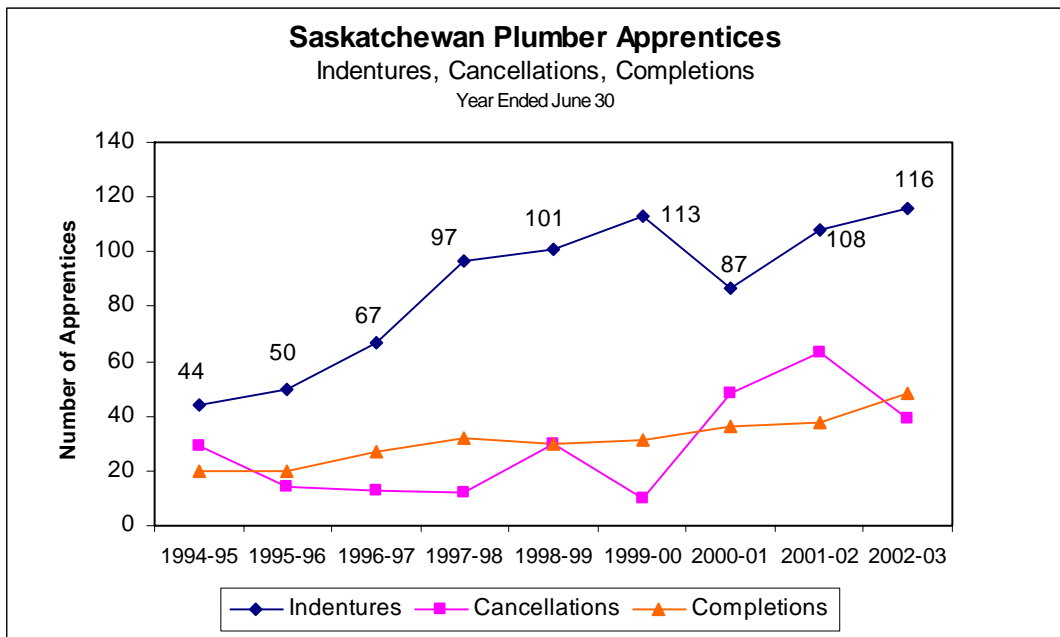
To establish a context for Phase II activities, and to help with setting priorities, the Steering Committee determined the need to update plumber and steamfitter-pipefitter apprenticeship trends to obtain the most recent data available.

This section reviews the most recent information available on piping trades apprenticeship activity in Saskatchewan. The statistical trends on rates of exit and entry into the trades have been summarized for the past nine years, from 1995 to 2003. Historical information was sourced from the Saskatchewan Apprenticeship and Trade Certification Commission (ATCC) Annual Reports.

2.1.1 Saskatchewan Plumber Apprentices

Figure 1 summarizes nine years of data on entries and exits in the plumbing trade in Saskatchewan. The chart is followed by an overview of trends in activity, and a table showing a detailed analysis of year-to-year activity.

Figure 1. Indentures, Cancellations and Completions for Saskatchewan Plumbers, Years ended June 30 1995-2003



Source: Saskatchewan Apprenticeship and Trade Certification Commission Annual Reports, 1995 to 2003

Table 1. Trends in Apprenticeship Activity for Plumbers

	Nine Year Average/Year	Five Year Average/Year	Three Year Average
Indentures	87	105	104
Cancellations	29	38	50
Completions	31	37	41
Registered apprentices	319	393	414

- The overall trend is to rising numbers of indentures, cancellations, and completions. (Figures are rounded)

Table 2. Indentures, Cancellations and Completions for Saskatchewan Plumbers, Years ended June 30, 1995-2003

	1994- 95	1995- 96	1996- 97	1997- 98	1998- 99	1999- 00	2000- 01	2001- 02	2002- 03
Registered Start, Beginning of year	193	188	204	231	284	325	397	400	407
Indentures	44	50	67	97	101	113	87	108	116
<i>% Change in Indentures</i>		13.7%	34%	44.8%	4.1%	11.9%	-23%	24%	7.4%
Cancellations	29	14	13	12	30	10	48	63	39
<i>% of registered at start of year</i>	15%	7%	6%	5%	10.6%	3.1%	12.1%	15.7%	9.6%
Completions *	20	20	27	32	30	31	36	38	48
<i>% Change in Completions</i>		0%	35%	19%	-6.25%	3.3%	16.1%	5.6%	26.3%
Registered End of year	188	204	231	284	325	397	400	407	436
<i>% Change in Number of Apprentices</i>	-2.6%	8.5%	13.2%	22.9%	14.4%	22.1%	.8%	1.8%	7.1%

Source: Saskatchewan Apprenticeship and Trade Certification Commission, Annual Reports, Years Ending June 30, 1995 to 2003

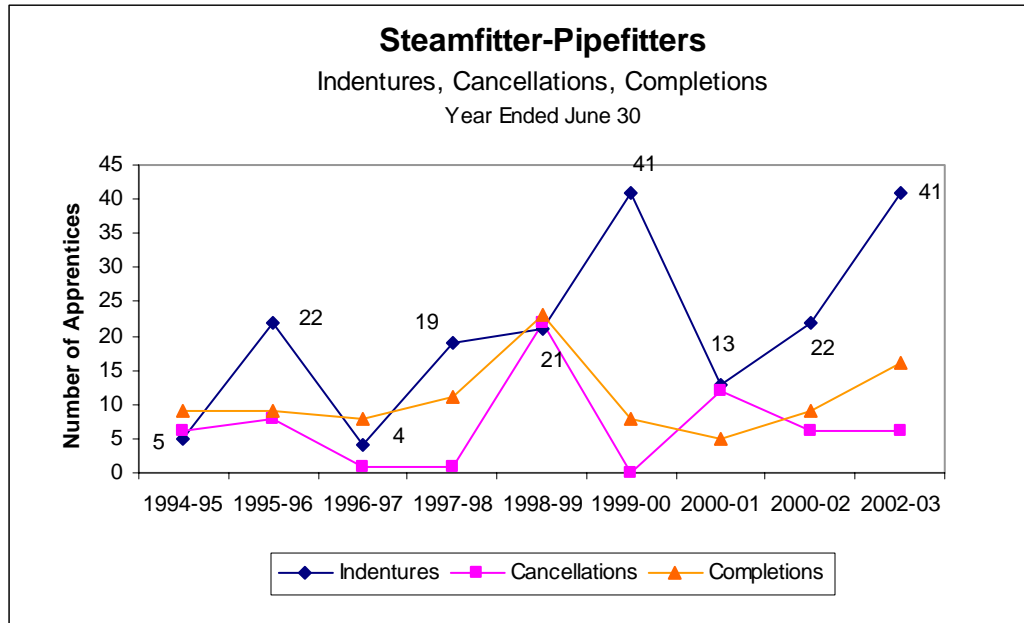
- The five-year increase in registrations is 53.5%.

* ‘Completions’ refer to completions of both apprenticeship on-the-job *and* technical training. These individuals still have to write the journeyman exam.

2.1.2 Saskatchewan Steamfitter-Pipefitter Apprentices

The following figures and tables summarize nine years of data on entries and exits in the steamfitter-pipefitter trade.

Figure 2. Indentures, Cancellations and Completions for Saskatchewan Steamfitter-Pipefitters, 1995-2003



Source: Saskatchewan Apprenticeship and Trade Certification Commission Annual Reports, 1995 to 2003

Table 3. Trends in Apprenticeship Activity for Steamfitter-Pipefitters

	Nine Year Average/Year	Five Year Average/Year	Three Year Average
Indentures	21	28	25
Cancellations	7	9	8
Completions	11	12	10
Registered apprentices	61	66	75

The number of registered apprentices is increasing, while other activity fluctuates.

Table 4. Indentures, Cancellations and Completions for Saskatchewan Steamfitter-Pipefitters, 1995-2003

	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03
Registered Start, beginning of year	62	52	57	52	59	35	68	64	71
Indentures	5	22	4	19	21	41	13	22	41
<i>% Change in Indentures</i>		340%	-81.8%	375%	10.5%	95%	-68%	69%	86.4%
Cancellations	6	8	1	1	22	0	12	6	6
<i>as a % of registered at start of year</i>	10%	15%	2%	2%	37%	0%	17.7%	9.4%	8.5%
Completions	9	9	8	11	23	8	5	9	16
<i>% Change in Completions</i>		0%	-11%	38%	109%	-62.2%	-37.5%	80%	77.8%
Registered End of Year	52	57	52	59	35	68	64	71	90
<i>% Change in Number of Apprentices</i>	-16.1%	13.9%	-8.7%	13.5%	-40.7%	94.3%	-5.9%	10.9%	26.8%

Source: Saskatchewan Apprenticeship and Trade Certification Commission Annual Reports, 1995 to 2003

- Indenturing levels have fluctuated over this period, with a high of 41 indentures in 2000 and 2003. Activity fluctuated in all areas from year to year, leaving 90 steamfitter-pipefitters registered in June of 2002.

Table 5. Plumber Attendance in Apprenticeship Technical Training Course by Trade and Stage of Training

	All Levels	First	Second	Third	Fourth
June 2000	225	55	72	51	47
June 2001	266	91	76	52	47
June 2002	293	73	93	78	49
June 2003	287	66	65	85	71
3 year average	282	77	78	72	55
Proportion of apprentices in each level	100%	27%	28%	25%	20%

- The proportion of registered plumbing apprentices attending technical training (all levels) has increased from 56% in 2000 to 65.8% in 2003. (72% in 2002) (The total number of plumbing apprentices is found in Table 2.)
- On average, of the apprentices taking training, there are more attending training in the first (27%) and second levels (28%), totaling 55%, than in the third and fourth level of training.

Table 6. Steamfitter-Pipefitter Attendance in Apprenticeship Technical Training Course by Trade and Stage of Training

	All Levels	First	Second	Third	Fourth
June 2000	43	13	13	10	7
June 2001	48	11	11	14	12
June 2002	44	14	8	11	11
June 2003	55	23	12	6	14
3 year average	49	16	10	10	12
Proportion of apprentices in each level	100%	32%	20%	20%	24%

- The proportion of registered steamfitter-pipefitters attending technical training has averaged 66% over the past three years. Training attendance is fairly evenly distributed throughout the levels; 52% are in levels one and two.

Table 7. Journeyman Examinations 2002 and 2003

		Total Exams written	Total Successful	Total Unsuccessful
Plumber	2001-02	73	37	36
	2002-03	105	60	45
Steamfitter-Pipefitter	2001-02	30	17	13
	2002-03	26	14	12

- Success rates for plumbers increased from 50% to 57%.
- Success rates for steamfitter-pipefitters declined from 57% to 54%.

2.1.3 Comparison of Piping Trades with All Trades

In the five years since 1998, the total number of apprentices registered in all trades has increased from 5,003 to 5,108 or 2%. An analysis of annual growth rates included in Table 7, shows that the growth rate has slowed and has very slightly declined over the past two years.

While overall apprenticeship totals have remained fairly even, the numbers in plumbing and steamfitter-pipefitter trades have grown. During the same period, there has been a 53% increase in the number of apprentices in the plumbing trade and a 53% increase in the number of steamfitter-pipefitters.

Together, plumber and steamfitter-pipefitter apprentices are increasing as a proportion of registrations in all trades to a level of 10.2% of all registrations at the end of the 2002-2003 year.

Table 7. Comparison of Piping Trades with All Trades

	1994- 95	1995- 96	1996- 97	1997- 98	1998- 99	1999- 00	2000- 01	2001- 02	2002- 03
Apprenticeship totals	3,589	4,044	4,418	5,003	5,268	5,367	5,306	5,205	5,108
<i>Rate of change in total apprenticeship registrations</i>		12.7%	9.2%	13.2%	5.3%	1.9%	-1.1%	-1.9%	-1.9%
Plumbers Registered End of Year	188	204	231	284	325	397	400	407	436
Steamfitter-Pipefitters Registered End of Year	52	57	52	59	35	68	64	71	90
<i>Piping trades % of Total Apprentices</i>	<i>6.9%</i>	<i>6.5%</i>	<i>6.4%</i>	<i>6.9%</i>	<i>6.9%</i>	<i>8.7%</i>	<i>8.7%</i>	<i>9.2%</i>	<i>10.2%</i>

- Summary of five year changes:

	<u>1998 to 2003</u>	<u>1997 to 2002</u>
Apprenticeship Total Change	+2%	+18%
Plumber Apprentice Change	+53%	+76%
Steamfitter-Pipefitter Apprentice Change	+52.5%	+36.5%
Piping Trades Combined Change*	+53%	+69%

**total of plumber & steamfitter-pipefitter apprentices*

- In 2002 and 2003, the six most common trades by registrations, were:

Trade	No. of Apprentices 2003	No. of Apprentices 2002
Electrician	707	678
Carpenter	663	676
Cosmetologist	458	546
Plumber	436	407
Automotive Service Technician	330	342
Welder	296	338

These six trades accounted for 57% of all registrations in both years. There are 47 designated trades under the jurisdiction of the Apprenticeship Commission. The number of plumber and electrical apprentices have increased from 2002 to 2003, all others trades have declined slightly.

- Saskatchewan Apprenticeship Commission employment equity statistics as of June 2003 show that the proportion of women in predominantly male occupations is 4.9%(4.3%), and the proportion of people of Aboriginal descent is 8%(7%) in all trades. Figures for 2002 are shown in parenthesis.
- According to the SIAST Education Equity Program Annual Monitoring Report, 2002, 8.5% of all students enrolled in plumbing apprenticeship programs indicated Aboriginal ancestry.

2.2 Employer Survey

The Sector Committee was interested in learning the extent of interest and support in establishing an industry based set of policy templates, and also interest in attending a human resource workshop.

The Survey asked questions about employers' human resources practices and views towards having written human resources manuals or policies for employers and employees. Of fifty-three contacts initiated, thirty-eight employers were consulted in a telephone survey format.

The company size of respondents were as follows:

Number of Employees	Number of responding companies	%
1-4	0	0%
5-9	11	31%
10-19	14	37%
20-35	6	16%
36-50	3	6%
Over 50	4	11%
Total	38	100%

- 76% said that a set of Human Resource policies could be a useful tool for the industry. A further 8% thought it would possibly be useful, for a total of 84%.
- 37% of companies have both types of Human Resource manuals (a written employee handbook and written management guidelines). 45% of companies contacted have neither type of handbook. 18% have one or the other, but not both.
- 92% of the companies employing over 20 people have employee manuals and 75% have employer manuals.
- This contrasts with 27% of companies with 5 - 9 employees and 38% of companies with 10 to 19 employees that have employee manuals. Fewer companies in both size ranges have employer manuals (18% and 31% respectively.)
- Those that did not have policies were asked why not:
 - 44% never had time to put them in, 28% felt they didn't need one, and 28% were not sure how to do it or where to get assistance.
 - No one indicated that cost was a barrier to having manuals.
 - Rural companies were more likely to not be sure how to do them than urban, (36% versus 17%) but were less likely to indicate that they didn't have the time to do it (36% versus 50%)
- Reasons given for not needing manuals included:

“Had good communications,” “too small,” “had the same employee's for over 10 years”, “never had a problem”, “follow labour standards”, and “follow union guidelines.”

- Those who didn't have manuals were asked to agree or disagree with certain statements in order to ascertain perceptions of the benefits of having Human Resource policies. The responses have been ranked to show which statements most companies agreed with. The variance describes the extent of the difference in opinion of the respondents of the factors. Most companies (95%) agreed that having policies would promote an organized, professional image, and companies were more evenly split on whether or not manuals would give them a competitive advantage (ranked 11th with a 5% variance).

	Having HR policies would help my company to	AGREE	DISAGREE	Don't Know/Not	TOTAL	% agreeing	% disagreeing	Variance
1	Promote an organized, professional image to staff	19	1		20	95%	5%	90%
2	Offer protection from liabilities	17	4		21	85%	20%	65%
3	Make introducing changes easier	16	3	1	20	80%	15%	65%
4	Enable more efficient use of management time	16	4		20	80%	20%	60%
5	Help to deliver more effective recruiting and training	15	4	2	21	75%	20%	55%
6	Help to identify staff related problems earlier	15	5		20	75%	25%	50%
7	Cost me money (most agreed because there would be short term cost)	13	6		19	65%	30%	35%
8	Save me money	13	6		19	65%	30%	35%
9	Lower staff turnover and improve morale	11	8		19	55%	40%	15%
10	Assist in meeting bidding requirements	10	5	4	19	50%	25%	25%
11	Give me a competitive advantage	9	8	3	20	45%	40%	5%

- The top 4 benefits of having manuals included:

Promote an organized, professional image to staff
 Improve employee-employer communications
 Protection from liabilities
 The fourth most often cited benefit was that it saved money.

- 77% were willing to review a potential set of policies, as long as the meeting time and location permit. 77% were willing to be contacted about them.
- Companies were divided on what kind of policy format they prefer; 33% said paper copies, 29% by computer, 36% said Internet.

2.3 Industry Education & Awareness

An information session was held in conjunction with the Mechanical Contractors Association of Saskatchewan (MCAS) annual meeting in November 2002.

Saskatchewan Labour Standards presented an overview of labour standards issues and discussed commonly asked questions about working conditions and hours, updates and overview of legislation. Participants received resource materials and handouts. The Sector Committee's findings from the survey and activities such as the Plumbing Pre-Apprenticeship were presented. A brief overview of basic human resources and Aboriginal workforce issues was also included. The Agenda is attached in Appendix B.

A basic set of human resource policy templates was distributed at the session. Resource material provided also included:

- Saskatchewan Human Rights publications: "A Guide to Human Rights for Employers" and "Application Forms and Interview Guide for Employers and Job Applicants: What to Ask and Not Ask;"
- Sample policy outlines;
- Company Handbook Sample policies;
- Personnel evaluation forms;
- Sample Harassment Policy (Saskatchewan Labour);
- Construction Career Saskatoon Participant Pamphlet and Contractor Pamphlet;
- Proposal to Increase Aboriginal Participation in the Plumbing Trade;
- Information on Aboriginal Awareness Education; and
- Resource information outlining key procedural tips on Selection and Hiring, Performance Appraisals, Harassment, Discipline, and Termination.

Observations:

- The small business sector does not generally have time or resources for training events. It is recommended that educational events be attached to industry meetings if possible.
- Company needs are unique regarding human resource policies. The template design is basic, as more complex situations require appropriate consulting and legal counsel to tailor them to employers needs.
- The use of the website is an economical way to facilitate information delivery. An industry resource section could include useful human resource links on policy development, resources and labour standards issues. Sample Policies and other useful information could be posted on the site.
- The Sector can ensure that human resource issues are in the forefront and raise their profile by including them in other communications, i.e. newsletters.
- Several companies have followed up with queries or to implement components of the policy package.

2.4 Aboriginal Employment Strategy

In this Section, a literature review is followed by a description of Phase II activities. The literature review consists of the following elements:

- Barriers/Challenges faced by Aboriginal Persons;
- Best practice summaries;
- Census 2001 data; and
- Points of Contact between Aboriginal Agencies and Employers

2.4.1 Literature Review

2.4.1.1 Barriers/Challenges Faced by Aboriginal Persons

The apprenticeship model of learning a trade has many similarities to the traditional means of passing on knowledge within Aboriginal society. Yet most Aboriginal people do not know a lot about apprenticeship, and their participation in Canada's apprenticeship system is limited. National stakeholders including the Canadian Labour Force Development Board, National Apprenticeship Committee and Human Resources Development Canada produced a report in 1999 on Aboriginal Participation in Apprenticeship. The research from "Aboriginal Participation in Apprenticeship: Making it Work!" confirmed that Aboriginal people in an apprenticeship system face many barriers at every step of the way, as described on the next page.

The report clearly asserts that there are many workable ideas and approaches for overcoming barriers to make the apprenticeship system work more effectively. It has synthesized considerable information provided by a variety of Aboriginal groups about:

- What does not work
- What works in the planning and funding of apprenticeship training
- What works in creating an awareness of employment in the trades and of apprenticeship
- What works in addressing educational and learning disadvantages
- What works in coordinating apprenticeship, technical and on the job training
- What works in delivering technical training
- What works in delivering the on the job training component.

Steps To Journeyman Status And Barriers Along The Way

- | | |
|---|--|
| 1. Trades as a Career | ▪ Employment counselors, teachers and parents are not familiar with apprenticeship programs |
| 2. Knowledge of skilled trades and apprenticeship | ▪ The apprenticeship system is not seen as relevant to people in Aboriginal and Northern communities |
| 3. Determine educational requirements | ▪ Candidates have low levels of education and lack entrance requirements to some subjects |
| 4. Locate employer and apply for apprenticeship | ▪ The number of apprenticeship positions varies over time, making completion risky |
| 5. Get accepted into apprenticeship | ▪ Aboriginal people find it difficult to approach employers to find apprentice-able positions |
| 6. Fulfill all training requirements | ▪ There are not enough journeypersons in the northern communities to provide positions for apprentices |
| | ▪ The apprenticeship system is culturally insensitive |
| | ▪ Taking technical training outside a community is a problem, especially for women |
| | ▪ Employers find on the job training hours required for apprentices to be excessive |
| 7. Pass certification examination | ▪ Examinations are culturally biased. |
-

(Source: Aboriginal Participation in Apprenticeship: Making it Work! 1999)

The Conference Board of Canada has also published research results on barriers to increased employment prospects for Aboriginal people that include:

- a mismatch in the geographical distribution of jobs and Aboriginal people;
- the relatively low level of educational attainment of Aboriginal people in younger age groups;
- a mismatch between their skills and what employers are looking for;
- the low number of Aboriginal applicants even when jobs are available, due to information gaps; and,
- the lack of role models in such high-demand careers as computer science, electronics, business, engineering and science.

2.4.1.2 Best Practice Summaries

In the past three years, there have been significant advances in the Aboriginal Human Resources area, both in the development of employer initiatives, and tools and models available to assist groups to bridge the employment gap. This section summarizes some of the organizations impacting Aboriginal employment, resources available to the sector employers, and environmental circumstances Saskatchewan organizations and employers should be aware of. All have developed best practices and models that can be consulted by those involved in workforce development, a large part of which consists of Aboriginal workers. It is important to recognize that the focus on Aboriginal training is likely to raise standards and improve human resources effectiveness for all employees.

A literature review of Aboriginal partnership research and practices was conducted for an assessment of relevant best practice information and insights. There are many organizations on local, regional and national levels and sectors working on these issues, this report presents only a sampling:

- Conference Board of Canada
- Aboriginal Employment Development Program
- Aboriginal Human Resource Development Council of Canada
- Employer Circle Program
- Aboriginal Workforce Participation Initiative
- Saskatchewan Labour Force Development Board
- Saskatchewan Apprenticeship & Trade Certification Commission
- Sask Energy

Conference Board of Canada

The Conference Board of Canada is an independent research agency oriented to business issues. Its analysis shows that developing Aboriginal strategies is key to success in recruiting and retaining Aboriginal peoples, building relationships with Aboriginal communities and participating in multi-stakeholder training-to-employment partnerships.

It has found that successful strategies may include some of the following program elements:

1. providing career information and counseling through seminars and networking with local leaders within the Aboriginal communities;
2. providing cross-cultural training, mentoring and support groups;
3. creating in-house Aboriginal advisory groups and liaison officers; and,
4. integrating community outreach programs with the corporate strategy for Aboriginal employment.

The Conference Board of Canada promotes “*Understanding the Business Case for Corporate-Aboriginal Relations*” starting with the importance of corporate commitment on issues of

importance to Aboriginal communities. By supporting Aboriginal economic development, corporations can:

- enhance their reputation with Aboriginal communities;
- gain access to land, resources and labour; and,
- explore profitable business opportunities.

Aboriginal communities need access to corporate resources and expertise if they are to expand and diversify their local economies. Aboriginal people benefit from corporate operations through:

- employment and joint venture opportunities;
- sourcing of products and services locally; and,
- access to education and training programs.

For more information, the Conference Board website is at www.conferenceboard.ca. Appendix D displays “10 Critical Success Factors for Corporate-Aboriginal Relations.”

Aboriginal Employment Development Program (AEDP)

Saskatchewan Government Relations and Aboriginal Affairs (GRAA) has developed the Aboriginal Employment Development Program to promote a **Representative Workforce Strategy**. A representative workforce has Aboriginal employees in proportion to the levels of population in the area. Key to this strategy is a focused partnership approach; AEDP has signed over 40 partnership agreements with Health Districts, Businesses, Educational Institutions and Crown Corporations. Elements of AEDP include the following:

- Partners share job information so that training organizations can focus training expenditures more effectively. Agreements outline goals in employment development, education & training, economic development – employers share goods and services requirements so Aboriginal vendors can compete for opportunities.
- Employers commit to ensuring that employees have Aboriginal Awareness Training to correct misinformation and dispel myths about Aboriginal people. Awareness of First Nations and Métis history and other issues helps to prepare workplaces for increasing levels of Aboriginal employment.
- The AEDP ensures that unions are involved, as 1/3 of all jobs in Saskatchewan fall under collective agreements.

AEDP hosted a Representative Workforce Conference on “A Focused Approach to Aboriginal Employment” in February 2003, which will be an annual event. The Saskatchewan Construction Association participated as a speaker on employment & training. The program’s accomplishments were recognized by winning the 2002 Saskatchewan Labour Force Development Board award for promotion of Aboriginal participation in the workforce. AEDP has also produced a video promoting math and science to youth.

The AEDP website is located at http://www.iaa.gov.sk.ca/Aboriginal/html/AC/ac_intro.htm

Aboriginal Human Resources Development Council (AHRDC)

An initiative of Human Resources Development Canada, the AHRDC is involved in projects across Canada that create direct employment, increase Aboriginal skills and knowledge and increase mainstream understanding of Aboriginal human resource matters. The Council promotes lessons learned, blueprints and templates, and communicates successful and “promising” practices so they can be used for the benefit of other organizations.

The Council has a clear trades agenda. Saskatchewan’s Construction Careers programs in Regina and Saskatoon in partnership with Saskatchewan Community Resources and Employment, have attracted AHRDC as a partner, and the initiatives are promoted across Canada. AHRDC has also produced human resource templates and models (partnership model agreement, Memorandum of Understanding) available on their website. Resources include:

- A workshop called “Diversified Human Capital: the New Profit Centre” presents the business case for Aboriginal hiring and promotion. This information is presented at www.ahrdcc.com/pdf/index.pdf
- “Guiding Circles”, an Aboriginal booklet on finding career paths, designed for use by training providers.
- “Making it Work: On-the-Job Training for Aboriginal Apprentices and Information Guide” prepared for Employers, Apprentices and Journeypersons involved in the on-the- job portion of Apprenticeship. (See also Section 2.5.1 on Resource Review)

AHRDC directly communicates with Aboriginal communities via local and regional Aboriginal employment and training agencies across Canada. It is a member of the recently formed National Construction Sector Council. Other activities in Saskatchewan include a workshop for stakeholders on apprenticeship issues, and a partnership with Yanke Trucking on a strategy to collaborate with Tribal Councils. (see article in Appendix E which explains how the trucking industry is seeking to develop new ways to expand its workforce.) The Council is also seeking Aboriginal role models from trade sectors to incorporate into communications campaigns and, in recognition of the need to assist small and medium sized employers, is preparing a workforce development strategy for the benefit of business associations that serve many employers, such as Chambers of Commerce.

The AHRDCC website is at www.ahrdcc.com/

The Piping Sector has established contact with AHRDCC and has identified opportunities to work together toward common goals.

The Employer Circle Program

The Saskatoon Regional Economic Development Authority (SREDA), Saskatoon Tribal Council, and the FSIN Corporate Circle have teamed up to form an industry – Aboriginal partnership to promote Aboriginal economic and employment development.

The Employer Circle Program offers a series of intensive seminars of six half-day sessions for networking and training to enable sharing of ideas on hiring and retention. Over 150 Aboriginal workers have already been hired as a result. There is no charge for the training.

A new series of workshops is underway that are one day, half day or breakfast speaker, aimed to small and medium employers who don't have large blocks of time to commit to attending sessions.

More information is available from SREDA at 664-0728 or the Saskatoon Tribal Council at 956-6140.

Piping Sector involvement with the Employer Circle program is an effective way for business to increase knowledge of Aboriginal issues and strengthen relationships with local Tribal Council, and Métis organizations and employment agencies.

Saskatchewan Labour Force Development Board (SLFDB)

The Saskatchewan Labour Force Development Board brings together labour market partners to promote the development of effective workforce training programs that meet the needs of the individual and of industry.

SLFDB examines a range of workforce issues, including career development programming in Saskatchewan schools. A recent initiative called: **Skills Connect Saskatchewan: Linking Industry and Youth** emphasizes the role employers play in facilitating the employment network and providing information about work. On this website, employer activities and ideas are available on hiring and retaining youth and succession planning.

This information can be found on the internet at <http://www.slfdb.com/skillsconnect/industry.htm>.

Aboriginal Workforce Participation Initiative (AWPI)

AWPI is a Department of Indian Affairs initiative to increase Aboriginal employment.

The goal of AWPI is to inform employers about the advantages of an Aboriginal workforce. AWPI Coordinators promote the business case and importance of partnerships in employment, training, development and retention of Aboriginal peoples in today's constantly changing workforce and environment.

AWPI has produced an **Employer Toolkit**, a guide for Employers with ideas and strategies for effective hiring and retention. The AWPI Employer Toolkit includes a strategic Best Practice Checklist to assist organizations in identifying, establishing and strengthening business partnerships and relations with Aboriginal peoples.

Getting Started: An Employer's Best Practice Checklist

- √ Build Organizational Commitment and Capacity
- √ Education and Training
- √ Enhancing Employment Opportunities
- √ Aboriginal Business Development
- √ Community Relations

*Excerpted from the "Aboriginal Workforce Participation Initiative's Employer Toolkit"

More information is available at http://www.ainc-inac.gc.ca/ai/awpi/index_e.html

Saskatchewan Apprenticeship and Trade Certification Commission (ATCC): Aboriginal Initiatives

The Saskatchewan Apprenticeship and Trade Certification Commission (ATCC) was formed in October 1999 as a new public and private sector partnership to manage and govern the apprenticeship training and trade certification program in Saskatchewan. The vision of the Commission is "A skilled and representative trades workforce, industry trained and certified."

Transitions have been underway with several years of growth and change, and even more planned in the area of fee structures. In 2001/2002 the Commission also developed a representative workforce strategy for the apprenticeship sector.

The Commission has established special funding for projects that will increase Aboriginal participation in the trades and apprenticeship training. These projects will establish a link to work in the designated trades, and outline career paths leading to journey person certification. The

Piping Sector has been able to access the Aboriginal Initiatives funding for the Plumbing Bridging Initiative held in Saskatoon in 2003.

Other activities, as reported in the 2002 Annual Report include:

- ATCC attended 80 career shows
- First Annual Apprenticeship awards were held in November 2001.
- A scholarship in memory of George Pellerin, a founding member of the Piping Sector Committee, was established for the outstanding journey person who achieved the highest mark in the journey person examination.

The Apprenticeship Commission is creating awareness of trades as a career option, and supports all trade occupations. It is up to industry to follow up with targeted career information relevant to piping trades and improve the awareness of piping trades careers.

The Saskatchewan Apprenticeship Commission website is located at www.sasknetwork.ca/pages/at/apprenticeship.htm.

Sask Energy

Sask Energy is a recognized leader in Aboriginal relations for its innovative approach to partnering for results. Its First Nations and Métis policy recognizes the need for the Aboriginal community of Saskatchewan to be an integral stakeholder in Saskatchewan's economic growth and development; specifically, Sask Energy encourages and fosters partnership development in three strategic areas: employment, education and training, and business development.

Sask Energy and TransGas work to increase the number of qualified First Nations and Métis employees by creating a work environment open to equal and full participation, including training and promotional opportunities. They establish enduring links with the Aboriginal community through the investment in Aboriginal culture, traditions and events. They also support and foster First Nations and Métis business and contractors to do business with and for Sask Energy and TransGas.

Aboriginal policies are integrated within Sask Energy's business plan on an ongoing basis.

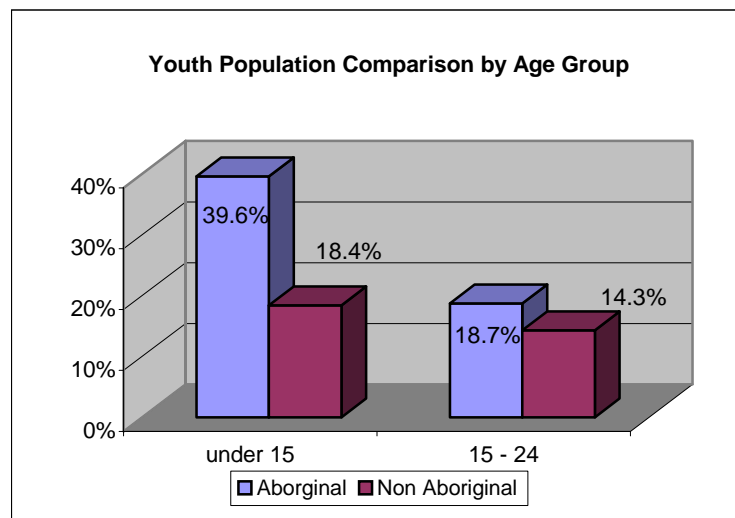
The foregoing initiatives, some national, some provincial in scope, demonstrate the expanding foundation of support for increasing Aboriginal involvement in the economy. Piping Sector awareness of such initiatives and understanding of the business reasons for Aboriginal inclusion is needed in order to achieve inroads in accessing the Aboriginal workforce and improving Aboriginal hiring and retention.

2.4.1.3 Census 2001

Other developments since the release of the 2000 Sector Human Resource Plan include the release of Statistics Canada Census 2001 figures.

- Saskatchewan has the oldest labour force in Canada at an average age of 39.8 years old.
- Saskatchewan's Aboriginal population grew 17% since the 1996 Census. The Provincial population **declined 3.4%**. (In Canada the Aboriginal population grew 22% and the non-Aboriginal grew 3.4%)
- Aboriginal peoples grew from 11% of the population to 13.5% (130,190 Saskatchewan people identify themselves as North American Indian, Métis or Inuit)
- Saskatchewan has one of the highest proportions of Aboriginal people among all the provinces in Canada, only Manitoba is higher at 13.6% (not including the Territories and Nunavet).
- In Saskatoon 9.8% of the population is Aboriginal, an increase from 7.1% in 1996.
- In Regina, the Aboriginal population is 8.7%, up from 7.5% in 1996.
- Saskatchewan's Aboriginal population is projected to be 33% of the total population by 2045, therefore Aboriginal employment is a major economic issue.
- Aboriginal youth (age 1 to 14) are one quarter of the province's youth population

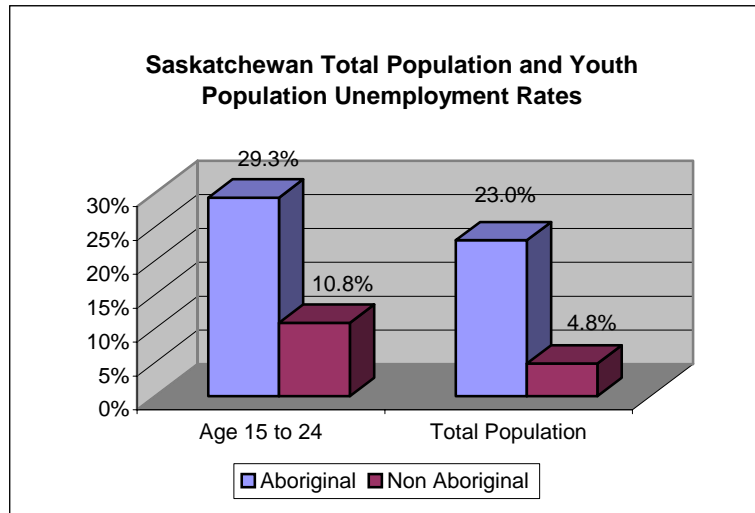
Figure 3. A Comparison of Saskatchewan Youth Population by Age Group



Source: 2001 Census, Statistics Canada

- About 40% of the Aboriginal population is under the age of 15, double the proportion in the remainder of Saskatchewan's population.

Figure 4. A Comparison of Unemployment Rates for Saskatchewan Youth and the Total Saskatchewan Population.



Source: 2001 Census, Statistics Canada

- Unemployment rates for Aboriginal people are 23% compared to 4.8% for non-Aboriginal people - over 4 times that of the non-Aboriginal rate. Aboriginal youth face unemployment rates of 29.3% compared to 10.8% for all Saskatchewan youth.

2.4.1.4 Points of Contact Between Aboriginal Agencies and Employers

Strategy discussions need to take into account the structure of First Nation and Aboriginal agencies and various points at which linkages could be established. The programming and services offered by all these agencies are more effective with participation from Industry. These agencies need to be aware of the Piping Sector Industry Human Resource efforts in general, to find areas of mutual interest for exploration.

These agencies and institutions serve the workforce, both current and future. Directions to find information about areas served, contacts, and services are found in Appendix F.

1. Governance, Band Program & Services Delivery, Economic Development & Business

Saskatchewan's 74 First Nations are organized into 10 Tribal Councils and 7 independent Bands. The Métis Nation is organized into 12 regional offices and Métis Locals.

2. Aboriginal Employment Service Delivery Agencies

Every region in Saskatchewan has organizations that operate under Aboriginal Human Resource Development Agreements (AHRDA) with Human Resources Development Canada. AHRDA's are five-year funding agreements to enhance Aboriginal capacities and employment opportunities. Through these agreements, Aboriginal groups deliver a wide range of programming including job referrals to employers, training programs and wage subsidies, and assist Aboriginal job seekers to prepare for, obtain and maintain employment.

Local delivery mechanisms and boards are in place for programming decisions and operations. For example, Métis Employment & Training of Saskatchewan Inc. (METSII) and Saskatoon Urban First Nations Services are agencies that deliver funding and programming based on local industry needs.

3. First Nation and Métis Educational Institutions

Dumont Technical Institute and the Saskatchewan Indian Institute of Technologies offer programming and skills training based on industry needs.

4. Federal and Provincial Departments

Project-based programs assisting job seekers to find employment are regularly offered.

5. SIAST and Regional Colleges

SIAST and Saskatchewan's nine Regional Colleges serve Saskatchewan's training needs, which include Aboriginal communities and clientele, as well as industry training and services.

2.4.1.5 Key Findings of Literature Review

Conclusions drawn from the literature review can be summarized as follows:

- Through the work of many agencies and stakeholders, a greater understanding of issues, barriers and solutions is filtering through to the employer level.
- The practices that are effective involve working together to find solutions.
- Aboriginal training institutions and organizations are focused on preparing the Aboriginal workforce to meet the realities of industry's needs and standards.
- The learning and apprenticeship system is committed to representative workforce principles and applying lessons learned from existing projects.
- Industry's role is to work together with all stakeholders to overcome barriers, ensuring the system is as effective as possible.
- Industry can do its part by reviewing their own practices to ensure that workplaces are fair and accessible to all.

2.4.2 Education and Training Initiative: Plumbing Pre-Apprentice Program

The 2000 Human Resource Study brought an awareness to industry of Construction Careers Saskatoon, a program that assists urban Aboriginal people to enter the construction trades, that is coordinated by the Saskatchewan Indian Institute of Technologies (SIIT). Together with the Regina program, over 1200 jobs have been found and over 130 apprenticeship positions have been created for Aboriginal people in Saskatchewan. Aboriginal job seekers arrive at a store-front operation and are interviewed for training or for employment in the construction industry. One of the recommendations of the 2000 Study was to explore a relationship with Construction Careers Saskatoon.

One of the main objectives of the survey in Phase II, was to sample company views toward Aboriginal workforce development issues; in particular support for an Aboriginal pre-apprentice training program and an educational program for employers on Aboriginal workforce issues.

- Respondents were asked if they would hire from and give work experience to job seekers from an industry sponsored and co-developed pre-apprenticeship program developed for Aboriginal workers. 76% of employers indicated they were willing to hire and give work experience to Aboriginal workers. (92% of large companies and 64% of small companies.)

Concerns or comments regarding pre-apprenticeship programming for Aboriginal candidates included:

- Must ensure candidates commitment (5)
 - Don't think there should be special programs for Aboriginal people (5)
 - Clients won't accept Aboriginal employees (2)
 - Not enough Aboriginal people in their area (3)
- 55% of companies overall said they expected to be hiring within the next 6 months. This reinforces the Committee's direction toward implementing the training initiative.

Employers concerns were taken into account in program design.

Following an assessment of the survey results and consultation with industry, the decision was made to move forward with a plumbing pre-apprenticeship program. A partnership with the Apprenticeship Commission, SIIT, the Saskatoon Tribal Council, SIAST and industry employers produced a program format and the funding to deliver a 24 week long program with 14 Aboriginal participants. The program commenced in January 2003.

2.4.3 Educational Program – Aboriginal Awareness

The Employer Survey in 2002 asked if companies would be interested in attending a workshop on Aboriginal issues. 42% said yes, and 58% said no. There was higher interest for a workshop amongst rural shops, (57%) than there was in urban shops (29%). The highest interest was amongst mid-range companies at 50%, and lowest amongst larger companies (38%).

The Employer Survey indicated support for increasing understanding of Aboriginal issues. It is recognized the understanding of Aboriginal workforce issues is related to helping employers

understand the need to establish and maintain fair human resource policies for the entire workplace. In the November 2002 human resource session, attendees were presented with an overview of the business reasons for Aboriginal workforce participation.

Representatives from the MCAS and the SPPTA have since participated in the Employer Circle/SREDA employer seminars. The same program will be offered to industry employers.

2.4.4 Aboriginal Strategy Summary

The census and demographic trends show that workforce and population shifts and predicted trends are occurring. These trends support the need to focus on strategies to access the Aboriginal workforce. Research shows that many organizations exist to address issues, share ideas and strategies and that many resources are available, however it is recognized that progress occurs through the development of tailored partnerships, formal or informal, based on trust, respect and recognition of mutual needs. Aboriginal organizations are extremely interested in assisting their workforce to gain the skills and credentials necessary to become qualified tradespeople.

The Piping Sector Aboriginal Strategy Summary recognizes that it has a strong opportunity to promote awareness and build partnerships centered around the pre-apprenticeship training program that is already underway.

Effort will be continue to establish greater communications and awareness between employers, Aboriginal communities and organizations.

Employment Action Plan

The Piping Sector is committed to building partnerships and relationships, and to target activities to:

- Enhance relationships between industry and First Nations and Métis communities and organizations through opportunities such as the Construction Career Development Project, Construction Career Services.
 - Support Construction Careers Saskatoon and Regina to industry as a referral source for employees, laborers and potential apprentices.
- Encourage employers to assess the extent to which they serve or their services benefit Aboriginal communities or organizations to determine their approach to establishing an Aboriginal Employment Strategy.
- Encourage employer networking with First Nations and Métis communities and organizations at the points of contact. Encourage the use of points of contact to post employment orders. When using newspaper or other advertising, use Aboriginal media to advertise jobs.
- Identify other groups with similar goals to promote trades participation such as Women in Trades and Technology.
- Establish a system to collect up to date information about jobs and hiring needs to provide to training institutions. Coordinate activity through the Sector Partnership.
- Encourage employers to ensure the workplace environment is informed and understanding of Aboriginal issues and that workplaces are fair and accessible.

Education & Training Action Plan

- Seek continued opportunities to ensure the success of the pre-apprenticeship project and publicize the results for the benefits of career awareness and industry awareness
 - Approach other regions in Saskatchewan depending on market demand. Monitor success and challenges.
- Promote effective training program investments
 - Pursue better coordination of industry and training providers. Encourage a closer affiliation with industry during program planning phases.
- Seek ways to identify potential apprenticeship candidates and establish mentorship relationships
- Encourage employers to enhance industry and company reputation by
 - enhancing the quality of training experience for trainees
 - raising their community profile by getting involved in career fairs, speaking in schools or answering questions one on one regarding jobs, the industry, or career paths. Allow job shadowing, or work experiences when feasible.

Continue to utilize existing communications networks like newsletters, websites, and industry meetings and events for promotions to industry and employers.

2.5 Communications Plan/Career Awareness

2.5.1 Resource Review

One of the Human Resource Strategy's main recommendations was the need for better communication of the roles and responsibilities of each party within the Apprenticeship system. During Phase II, current resource materials were reviewed.

1. The Apprenticeship Commission has recently produced a series of new brochures including:

Plumber: A Guide to Course Content	Describes course content for each level of training
Journeyman as Trainer	Role of the journeyman in training and best practices for journeymen
A Guide For Employers	Role of employers in the apprenticeship system, best practices
Apprentice Responsibilities	How to register, apprentice responsibilities, obligations and best practices
Employer/Apprentice On The Job Training Guide	Outlines trade content that apprentices should be exposed to.

The Committee found that the content and approach of the brochures met the purpose of the communications issues that had been raised and encouraged the distribution of the new brochures. It was decided to send them out to all employers who completed the survey. Most were unaware that they were available.

2. Another resource looked at was the "Making it Work!" booklet, produced by the Aboriginal Human Resource Development Council of Canada. This booklet was brought to the Committee's attention by the Apprenticeship Commission and is a resource tool for apprentices, employers, and employment counselors. It is available to download from the AHRDC website at ahrdcc.com, and includes:

- Roles and Responsibilities
- Best Practices for Employers
- Best Practices for Apprentices
- Best Practices for Journeymen
- Understanding Harassment
- Sample Training Plan
- Best Practices Checklists
- Apprenticeship Branch Offices

2.5.2 Draft Brochure

While considering the apprenticeship resources available, it was recognized that few if any resources exist outside the apprenticeship system to promote trades careers, much less piping trade careers. As a starting point for continuing activities, a practical brochure format was

designed that could be distributed to potential partners and agencies, schools, career and job search centers, or placed on a website. The Draft brochure is in Appendix H.

2.5.3 Communications/Career Awareness Strategy Summary

In the face of increasing competition for young person's attentions, the Sector needs to step up career awareness activities in the future. The Action Plan includes:

- Seek out opportunities to raise the visibility of the Piping Sector and the Sector Partnership within the community as a whole, as well as within the Aboriginal community. Seek public relations opportunities and positive press through the bridging program initiative, using press releases, pictures from projects etc.
- Continue to work within the industry and with industry partners to educate young people about the variety of skills needed to succeed in this occupation.
- Support ATCC initiatives.
- Identify key career shows throughout the province to ensure the sector is represented and visible to youth who are making career decisions. Maintain and expand industry involvement in Career Fairs, speaking engagements in programs and at conferences aimed at youth, many of which MCAS already participates in. Two of the main events are the Corporate Circle Job Fair and the Saskatoon & District Industry Education Council (described in Appendix G)
- Encourage volunteers to come forward to assist.
- Generate resource information about role models. Recruit an Aboriginal plumber, and female role models to help to dispel the myths about piping careers and convey a positive image.
- Explore ways to work within community and school systems (particularly guidance counselors & industrial arts teachers) to provide information. Get career information out to the youth, by communicating directly with Aboriginal communities and agencies, and high schools. Send out publications, promote scholarships and industry interest in attracting new workers.
- Consider a section of the website devoted to Piping careers.
- Encourage employers to engage fully in training opportunities. Participate in career fairs and mentorship, job shadowing programs offered by some schools and agencies with the goal of exposing youth to careers in the mechanical trades.
- Consider how to facilitate improved career resources. It appears there are no up to date videos or tools available that are relevant to the Saskatchewan industry. Construction Sector Associations in Alberta and in the United States offer a look at construction careers using Internet or CD technology. The cost of these tools may be prohibitive, however partnerships with related organizations with similar goals may be possible.

Examples of technology tools:

- Trade up! a CD also available at **Construction careers.com**. A Career awareness CD that is distributed to high school and available on the internet that promotes construction careers in the Province of Alberta. This interactive product promotes and explains apprenticeship, introduces the viewer to dozens of trades via video clips. It is marketed c/o the Alberta Home Builders Associations and available free in Alberta. There is a \$25 charge outside Alberta.
- **Constructmyfuture.com** "A career without limits, an industry without boundaries", this website has sections for parents, educators and students and is produced by the American Construction Association.

3.0 CONCLUSIONS/RECOMMENDATIONS

Within the framework of the original Human Resource Strategy's 14 main recommendations, the Committee has prioritized the following activities for the 2004 year:

Strategic Priorities

Career Awareness

The piping industry faces competition from many other sectors for new workers. The Sector Partnership will work to continually strengthen activities to promote the industry, its careers and opportunities, to all youth, including the Aboriginal sector and women.

- Expand distribution of career resource materials and brochures to employment centres, schools and other organizations with youth clientele.
- Maintain and enhance a basic web-site resource information for piping careers, with links to partners' web sites.
- Collaborate with partners to promote careers and attend Career Fairs, and expand knowledge of the industry/careers through speaking engagements, events and other opportunities.
- Identify role models and share success stories that portray real life experiences.
- Seek opportunities to raise the visibility of the piping trades by using the media, including Aboriginal communications vehicles.
- Develop an updated sector presentation that can be used to promote the sector to schools and employment and Aboriginal agencies.
- Explore high school apprenticeship component.

Strengthen Industry Human Resource Practices

The Sector Partnership will continue to promote industry human resource development, and awareness of employment and workforce issues using a range of communications tools, activities and resources such as the basic policy templates that are now available.

The focus will be on communications and sharing of information about activities, ideas, services and events that will help employers to fulfill their needs and adapt to changing labour market conditions.

Aboriginal Partnerships

The Sector Partnership is committed to developing communications, linkages and partnerships with Aboriginal organizations and communities to identify and address mutual issues and opportunities.

It is also recognized that education of employers and workplaces is a key to successful recruiting and retention of Aboriginal workers. The Partnership will continue to promote industry understanding of Aboriginal workforce issues through education and training opportunities.

The Sector will develop Aboriginal workforce linkages by:

- Following up the pilot bridging training initiative in Saskatoon with a plumbing pre-apprenticeship program based on hiring needs of employers in Regina.
- Extend the partnership with Construction Careers Saskatoon and Regina that have capabilities to access potential job ready employment candidates.
- Promote the industry sector to employment and training agencies, to increase awareness of sector activities and opportunities.

Labour Force Survey Update

The piping sector employer and employee data gathered in February 2000 serves as a broad-based benchmark to coordinate the sector and develop directions for growth. The economy and labour market are not static, however, and with the rate of change, such as significant renewal occurring in the apprenticeship system, the Piping Committee seeks to update its information base.

The Committee recommends that an updated survey and occupational analysis be conducted in 2004. More information is needed on employee demographics, regional needs, and immediate and future employment needs and shortages for apprentices and journeypersons. How many journeypersons will retire within the next 5 to 10 years? What are the employment needs and issues within the Aboriginal community? Training institutions and stakeholders need accurate information to ensure that training initiatives match jobs available.

Coordinator Position

To facilitate the Sector's commitment to moving forward with its Action Plan, it recommends establishing a dedicated Coordinator or human resource position to coordinate and conduct sector-based development activities.

The Committee recommends that the Sector explore options and funding approaches for a resource position directed to carry out the objectives of the Sector Human Resource Strategy.

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Appendix A. Recommendations of 2000 Saskatchewan Piping Industry Sector Human Resource Plan

4.0 Recommendations and Action Plans

The following recommendations were developed by the Plumbing and Pipefitting Sector Industry Partnership Steering Committee based on discussions about the results of research conducted throughout the study. It is anticipated that additional refinement will continue as the Partnership continues to operate.

4.1 Sector Partnership

Recommendation 1. Continuation of the Sector Partnership

The Sector members have agreed that to continue to address Piping Sector industry needs and human resource issues, there needs to be a strong ongoing commitment between partners, employers and workers. Recognizing that 80% of learning and training occurs on the job site, the Committee recommends that Industry and Employee groups, Training Providers, Government, and Aboriginal groups all continue to work together to develop solutions to current and future human resource issues.

Action:

1. The UA and MCAS hereby undertake to continue their commitment to the development of the industry. Commitment to continued participation by all Committee members will be sought.
2. Establish an overall framework to ensure the continuity of sectoral activities and long term strategic planning.
3. The UA and MCAS will take the lead in developing a process to establish a Sector Partnership Agreement that outlines the mission, objectives, goals and methodologies that guide the ongoing human resource planning and development process.
4. The process should ensure that labour market data and information is collected on a regular and ongoing basis.
5. Regular meetings of the Sector Partnership will continue.

Recommendation 2. Communication Strategy

The Sector will communicate and disseminate information gathered about the needs of employers and employees and the labour market.

Actions:

1. Present the findings and strategies to industry groups.
2. Examine various methods of sharing information.

4.2 Apprenticeship System

Recommendation 3. Communicate Roles and Responsibilities within the Apprenticeship System.

In order to strengthen industry's training culture, the Sector Committee has identified the need to enhance communication among all direct participants about the expectations, roles and responsibilities of each party. In particular,

- The roles and responsibilities of employers, Apprentices, Journeymen, Apprenticeship Commission & SIAST should be clearly communicated to industry and trainees.
- First year apprentices need to be provided with more information about the Apprenticeship training process.
- Employers need to be fully informed and updated about the Apprenticeship training process, including the role of SIAST.

Action:

1. Develop a comprehensive "Apprenticeship Guidelines" booklet, that describes how the program works, information about the trades, and key information such as wage rates and career opportunities. Together with information about the roles and responsibilities of Employers, Journeymen, the Apprenticeship Commission and SIAST, such a tool will enable the presentation of a consistent and current message throughout the Province. The resource can be utilized by high schools, at career fairs, by employers, training providers and all other partners.
2. Review similar resource materials that have been utilized for other trades and by some sector members.

Recommendation 4. Curriculum Review

The Sector Committee recommends that a process be implemented so that curriculum is updated to meet industry needs at the present time, and also on an ongoing basis.

Action:

1. Support ongoing curriculum review with the participation of all industry stakeholders.
2. Establish a method to continue to provide information on changing industry needs to the Advisory System.

Recommendation 5. Consideration of Alternate Methods of Training Delivery

The results of the study indicated that the proximity and availability of training opportunities, and time away from work make access to training difficult for many. In conjunction with the need for cost effectiveness, the exploration of alternate methods of training delivery is recommended.

As an example, currently the Apprenticeship Commission and SIAST are piloting the delivery of level 1 training for the Electrical trade through the use of an internet based distance education system. This model for training increases the opportunities of industry to participate in training and is an indication of the application of technology to learning needs.

Action:

1. Research alternate methods of delivering training for existing employees as well as those entering the trade.
2. Encourage employers to increase their awareness of alternate delivery methods.
3. Support the use of distance learning technology in training and continue to look at opportunities for our trade to use it.

4.3 Partnerships

Recommendation 6. Establish Aboriginal Partnerships

Aboriginal people represent a source of future workers to the piping sector. The Sector Committee is interested in developing meaningful partnerships with Aboriginal organizations to encourage strong and effective economic development and employment initiatives.

Action:

1. Work with businesses to assist them to develop effective partnerships.
2. Contact Aboriginal government organizations to discuss potential partnerships, which would incorporate measurable objectives and principles of development.
3. Develop a model agreement outlining a potential partnership approach that deals with strategies for recruitment and hiring of Aboriginal workers, and achievement of business objectives.
4. Communicate the benefits to industry of working with the Aboriginal community in business terms, including access to markets and contracts.
5. Strengthen connections with Aboriginal secondary and post secondary educational and employment institutions.
6. Ensure that organizations have regular and ongoing exchange of information.
7. Approach SIIT about their training system for job-site skills development to determine their approach, their successes and problems so far, and whether there may be a role for the plumbing and piping sector in Apprenticeship training.
8. Explore retention strategies such as cultural awareness programs, to facilitate the maintenance of ongoing employment.

4.4 Entry Strategies

Recommendation 7. Examine Feasibility of Job-Site Training Programs

The Sector Committee believes that pre-employment training programs must be closely aligned with industry needs and labour market demand, and that effective programs must operate with the planning and participation of employers.

Action:

1. Conduct a review of industry needs to determine whether an industry endorsed job-site development program would be feasible.

Recommendation 8. High School Communication and Recruitment Strategy

The Sector Committee confirms the need to establish a comprehensive recruitment and communication strategy to market Apprenticeship trade careers to youth and assist youth to make informed career decisions. The results of the study have strongly indicated the need for greater involvement at the high school level in order to expose students to future career opportunities.

Some of the considerations are:

- encourage the Apprenticeship Commission, on behalf of all trades, to establish and maintain a high profile in high school classrooms through Career Education Programs and Trade Fairs.
- work with Apprenticeship Commission on communications activities that educate and inform young people about the positive characteristics and a realistic understanding of the trade.
- ensure that a communication strategy portrays our trades and industry with a professional image, offering promising careers.
- recognize that high school representatives rely on industry and will utilize whatever resources they have available in directing students.

Action:

1. Establish a high school Apprenticeship component
2. Develop a promotional strategy on behalf of the industry that can provide trade-specific information to young people, parents, and educators, about entry into and involvement with the trade.
3. Identify and establish communications with local, regional or provincial groups that are working toward improving the participation of young people in trades, such as the:
 - Saskatoon and District Industry Education Council
 - Sask. Guidance Counselors Association
 - Sask Industrial Arts Teachers Association
 - Canadian Vocations Teachers Association
 - Practical and Applied Arts Association
4. Utilize the “Apprenticeship Guidelines” booklet as a tool to describe benefits and characteristics of the trade and related career opportunities.
5. Develop a resource guideline for those who are making presentations or attending career fairs. It will script Frequently Asked Questions, ensure consistency in how the material is presented and make it easier to recruit employers to attend classes or career days.
6. Identify additional resource needs and methodologies of making them available.

Recommendation 9. Consider Expanding Apprenticeship and Trades Curriculum to all Saskatchewan Schools

Through the study, the Sector Committee learned that a curriculum on Construction Trades and Apprenticeship is now being offered as a credit class through the Northern School Divisions. Career Education classes are also offered throughout the Province. In addition, eventually the Apprenticeship Commission plans to offer as a resource to these classes, a comprehensive web site of career and trade information that includes testimonials of employers and apprentices, and key information about the trade.

Action:

1. Establish contact with Saskatchewan Education to identify curriculum opportunities for education about our trades.
2. Explore the potential for expanding the Curriculum utilized in the North throughout all Saskatchewan schools.

4.5 Human Resource Development Issues

Recommendation 10. Promote the Advantages of Human Resource Development and Planning to Industry

The Sector Committee has identified the need to assist employers to learn about the benefits of, and to implement, human resource planning principles. This need is partially driven by the observation that a review of the indenturing process would support more effective recruiting and retention processes.

Action:

1. Examine the indenturing process including the probationary period and performance assessment methodology as a means to improve communication and performance between employer and employee.
2. Develop an industry based Human Resources Manual that provides guidelines, standards and information from which an Employer can tailor their own Human Resources program.

Recommendation 11. Industry Partnerships

The Sector Committee recommends that as an industry, employers be encouraged to consider various types of partnership ventures and approaches to solve their human resources needs.

Action:

1. Act as a resource to businesses and develop a “model” agreement incorporating economic, procurement and human resource objectives. Formalized agreements will enable the establishment of measurable objectives and guidelines from which to work.
2. Identify and exchange information about successful working partnerships.

4.6 Post Journeyman Training

Recommendation 12. Establish a Post Journeyman Training System

The Sector Committee recommends that industry and worker advocates work together to develop a system of post journeyman training and industry recognized credentials. This system would not only promote continual learning, but also recognize and celebrate the achievement of becoming a journeyman and establish a source of competitive strength for the Industry.

Action:

1. Promote to industry the need to organize infrastructure to provide post journeyman training in areas of technology, new materials, codes, installation techniques and other relevant areas.
2. Initiate discussions with industry about skill areas requiring certification.
3. Explore the availability of training dollars to sustain a lifelong training culture in the piping trade.

Recommendation 13. Train the Trainer

The Sector Committee recognizes the importance of the journeyman status to the trade and the powerful influence that journeymen have in the development of young tradespeople. There is a need for Journeymen to be provided with teaching skills and tools that will enable them to direct the growth and development of new Apprentices.

Action:

1. Foster a culture of continuing education built upon a strong Journeyman foundation.
2. Enhance the training of journeymen to include Train the Trainer certification both in the Apprenticeship system and on-the-job.
3. Work with Training Providers to review existing programming and devise and offer effective Train the Trainer programs.

Recommendation 14. Address Service Industry Skills Shortage

The Human Resources Study identifies critical skills shortages pertaining to the service industry. New occupational areas are emerging in the service industry that require a unique background of multiple skills in order to perform necessary tasks.

Action:

1. Further study of the needs of the service industry should be conducted.
2. Request that the Apprenticeship Commission examine the need for a Mechanical Equipment Service Technician sub-trade designation.

4.7 Next Steps

Within the next six months to a year, the Sector Committee will be working on the following priorities:

- Plan and implement the continuation of the Sector partnership.
- Produce the Apprenticeship Guidelines booklet.
- Establish the feasibility of job site training programs and implement results.
- Respond to the training needs regarding development of programs for:
 - Train the Trainer
 - Service industry needs
 - Customer service

Appendix B. 2002 Human Resources Management Workshop

1:00 p.m. Welcoming Remarks by:
Mechanical Contractors Association of Saskatchewan, and Saskatchewan Provincial Pipe Trades Association

Purpose of workshop:

1. To discuss relevant workforce issues and labour standards
2. To introduce the benefits and elements of human resource management
3. To enable employers to review basic policy templates and provide input as to their development and distribution in Saskatchewan.

1:05 to 2:15 p.m. Labour Standards in Saskatchewan

Commonly Asked Questions about working conditions and hours
Updates and overview of legislation, labour standards
Participants receive Rights & Responsibilities guide, handouts

Refreshment Break 2:15 to 2:30 p.m.

2:30 to 3:45 Introduction to Human Resource Management
Review of Draft Human Resource Policies
Findings of recent Plumbing & Piping Sector Human Resource Survey
Draft Employee Handbook model
Draft Employer Policy Guides and forms
-Discussion of usability, additions, deletions, and format.

Importance of Human Resource Management and Policies
Do's and Don'ts to protect yourself from liabilities
Selection and Hiring Tips
Performance Appraisals
Terminations
Discipline

Group Discussion – survey on format

3:45 to 4:15 p.m. Working with the Aboriginal Community

Briefing on current issues and workforce demographics
Construction Careers Saskatoon
What can we do?
Partnership strategies and opportunities for business and employment
Saskatchewan resource people/contacts
Questions from attendees

4:15 to 4:30 Review and wrap up

Appendix C. Sample Company Handbook



-draft for discussion-

Company Handbook

For XYZ CONTRACTORS LTD.



Prepared by: _____

Date: _____

Revised: _____

Note to Employers:

This Handbook is a Draft for Discussion only.

The Contents of this Sample Policy Handbook must be tailored to meet conditions and circumstances at your own workplace. The Employer assumes all responsibility for usage, and consultation with Saskatchewan Labour Standards, other agencies, and/or legal advisors during implementation is highly recommended.

Substitute your Company name or information where you find sections written in italics or blanks.

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Prepared for

Saskatchewan Plumbing & Pipefitting Sector

Human Resource Strategy

2002

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WELCOME TO THE COMPANY

Insert Company description. Possibly include a letter of welcome signed by senior personnel. Include a brief history, and outline of products and services.

This manual is for distribution to all new employees of _____. From time to time it may be updated or revised, by Management's approval only. Please use it as a reference. You are always encouraged to speak directly to your supervisor for clarification or questions.

EMPLOYMENT TERMS

Hours of Work

- Normal hours of work will not exceed 8 hours per day or 40 hours per week.
- *Working hours are from 8:00 A.M. to 5:00 P.M with lunch hour from 12:00 Noon to 1:00 P.M unless otherwise scheduled.*

Overtime

Your Supervisor must authorize ALL overtime work, in writing. Overtime is payable at the rate of 1.5 times your rate of pay.

Probationary Period

All employees will be considered on a probationary period for _____ days from the date of hire. The purpose of the probationary period is to determine suitability for the position. A probationary period will be followed by one of the following:

- An offer of employment
- an extension of the probationary period, or
- release of the employee.

Probationary periods also apply to transfers or promotions.

Pay Administration

List of deductions:

The following deductions will be withheld from pay: Canada Pension Plan premiums, Employment Insurance premiums, Income Tax, Employee's share of Benefit Plan premiums (if applicable) other deductions as applicable.

Pay Period: *Biweekly, Monthly, or Semi-Monthly* as applicable.

Payday: Payday occurs *every second Thursday* for the pay period ending the preceding Saturday. Your pay is sent directly to the bank account specified by you. You obtain pay stubs from your Supervisor.
(Pay must be provided within 6 days of the period end.)

Time Sheets: Your Supervisor will provide a daily time sheet for signing in and out. It is your responsibility to personally sign your own time sheet each day.

Increases to Rates of Pay: Increases to rates of pay will be based on employee performance and length of employment.

Holidays

Public Holidays

The following (9) days shall be designated holidays for all employees:

New Years Day, Good Friday, Easter Monday, Victoria Day, Canada Day, First Monday in August, Labour Day, Thanksgiving Day, Remembrance Day, Christmas Day.

The company also offers Boxing Day as a paid public holiday.

An employee who does not work on a Public Holiday receives 3.5% of the gross pay, exclusive of overtime and annual holiday pay, included on each pay cheque.

An employee who does work on a Public Holiday receives the above Public Holiday amount plus an additional one and one half times the regular rate of pay.

Annual Holidays 1

After one year of continuous employment, employees are entitled to three weeks paid vacation, which must be taken within the following 12 months. *Vacation time cannot be carried over from year to year.* All holidays are based on the anniversary of starting date.

Holiday Pay is 3/52 or .0577% of gross pay.

Applications for annual vacation filed by ____ of each vacation year shall be given preference as long as it is practical to do so in order of seniority of the applicant.

Annual Holidays 2

All vacations must be scheduled at *least 4 weeks in advance* and will be granted at the discretion of the Company. Senior employees will have priority on selecting dates for vacations. Vacation time will be scheduled so as to avoid disruption to the business.

Leaves of Absence

All leaves must be pre-approved by management to ensure business operations will not be affected.

With the exception of emergencies or illness, all employees are expected to give as much notice as possible should they require a day off.

In the event of illness, all employees are expected to advise the office prior to the start of the workday.

In the event of emergency, all employees are expected to advise the office as soon as possible.

Sick Leave

Paid sick leave shall be granted at the rate of one and one quarter days (1¼ days) per month for full time employees. Unused sick leave shall not accumulate from month to month or year to year. Records of leave taken shall be kept by the office. Management may require proof of illness regarding any absence.

Unpaid sick leave may be granted at the Manager's discretion under Pressing Necessity Leave.

Compassionate Leave

After three continuous months of employment, employees will be granted unpaid leave of up to five (5) working days. This leave must be taken in the period from one week before the funeral to one week after the funeral. The Company offers one (1) day leave with pay, as the result of a death in the immediate family, to be taken during this time period.

The immediate family is defined as:

- A spouse of the employee (wife or husband, including common-law)
- A parent, brother, sister, grandparent, or child of the employee or of the employee's spouse.

Alternatively, an employee may utilize any earned vacation credits upon approval of the Manager.

A broader definition of immediate family might be:

Immediate family is defined as the employee's: spouse, common-law spouse, same sex partner, son, son-in-law, daughter, daughter-in-law, father, father-in-law, mother, mother-in-law, brother, sister, grandchild and grandparent, any relative permanently residing in the employee's household or with whom the employee resides, a person who the employee considers is equivalent to being a member of their immediate family, or any other person on approval of the supervisor.

Jury and Election Leave

Leave with pay shall be granted to an employee who has been summoned for jury duty or who has been issued a summons to appear as a witness. Any monetary compensation gained from other sources as a result of such leave shall be turned over to the Company.

Employment of Relatives

Relatives may not be employed in the same work unit where it is possible that an immediate supervisory relationship would exist of one over the other regarding personnel matters such as hiring, performance evaluations, salary increases, discipline and similar matters.

Exceptions may occur when:

1. all other reasonable options have been exhausted,
2. in family situations, and
3. where all things considered, this person is clearly the most qualified.

In this case, relatives include the immediate family is defined as parents, siblings, children, grandparents, great-grandparents, grandchildren, great-grandchildren, aunt, uncle, niece, nephews, spouse, and step- or in-law relatives.

Pressing Necessity Leave

An employee may be granted *up to three (3) days leave per year* with pay in the event of pressing necessity.

Pressing Necessity includes illness of a child requiring medical attention, damage or destruction of home, compassionate leave or sick leave if not accommodated under compassionate or sick leave, or other emergency event. Management may require proof of illness or of the event.

Maternity, Adoption and Parental Leave

Employees expecting new children (by birth or adoption) are entitled to 18 weeks of maternity or adoption leave and 34 weeks of parental leave. The other parent of a newborn or newly adopted child can take up to 37 weeks of parental leave. Parental and maternity leave must be taken in one continuous period.

You are eligible for this leave if you have been employed for a total of 20 weeks in the 52 weeks before leave is to start. Four weeks written notice, where possible, must be given prior to starting the leave.

At least 4 weeks notice, in writing, of the date of return to employment must also be given to the Company.

Please refer to Saskatchewan Labour Standards regulations and Human Resources Development Canada for up to date details regarding Maternity, Adoption and Parental leave and about your eligibility for employment insurance benefits during this period.

GENERAL POLICIES

Use of Company Vehicles

Company vehicles are supplied to the employees for the purpose of transportation between the shop and the point of destination that being the clients worksite.

There is to be NO personal use of company vehicles unless authorized. Should it be found that employees are using company vehicles without authorization, the designated driver of the company vehicle will be billed on a km basis at \$0.____/km.

All employees must supply the office with a copy of a valid driver's license. Employees relocating to Saskatchewan must have their driver's license changed within three months of moving to the province and are required to provide the office with a copy of their new license.

Company vehicles are the responsibility of the designated driver and that driver is responsible to keep the vehicle clean, inside and out, on a daily basis.

Employee Certification

All employees must supply a copy of all certificates and tickets to the office.

Dress Code

Company shirts, caps and coveralls will be provided to each employee. *Repair and laundering costs will be paid by the Company.* Employee's will maintain a clean and neat appearance at all times.

Provision of Tools & Equipment

Safety equipment will be provided as required. Employees are responsible for providing their own hand tools.

No Smoking

No smoking is permitted, except in designated areas.

Acceptable Use of Computers

The computers, fax, telephones and email are for business purposes that serve the interests of the Company, and of Clients and Customers. Inappropriate use exposes the Company to risks including virus attacks, compromise of network systems and services, and legal issues.

1. Employees do not own accounts on Company computers, but are granted the privilege of exclusive use. Employees may not share their accounts with others, and must keep account passwords confidential.
2. The Company cannot guarantee that messages or files are private or secure. The Company may monitor and record usage to enforce its policies.
3. Employees must adhere to software licensing agreements and copyright laws.
4. Employees are responsible for maintaining their own current back up copies of important or critical files.

Basic Work Procedures (Optional)

As applicable

Employees will be responsible for maintaining and cleaning all company equipment used. This includes vehicles (inside and out), tools and shop area.

All tools and equipment must be signed in and out each day. All tools and equipment will be accounted for after each job.

Work orders will be assigned to employees on a daily basis. Each work order must be dated, include the starting km and finishing km and whenever possible. They must be signed by a customer or his/her representative.

Completed work orders must be turned into the office on the day they were completed.

Parts to be ordered for specific jobs shall require a work order number. The list of parts shall be given to the secretary as soon as possible.

Purchase orders required for any job must also contain a work order number.

Each employee will complete a daily activity report, to be turned into the secretary at the end of each working day.

Inventory in vehicles is to be taken at the end of each week.

Resignation

Employees wishing to terminate must provide written notice to the Supervisor giving as much notice as possible, based on length of service. The Company will make adjustments to the final pay cheque for amounts owing to the Company or payable to the employee.

An exit interview will be conducted to review cause for resignation.

Termination

Should layoffs or termination for cause occur, employees shall receive a suitable period of notice depending on the length of service or pay in lieu of notice.

All company property must be returned upon termination of employment. Failure to meet these conditions will result in payment being deducted from the final payroll payment.

Employees will be interviewed and asked to provide a reason for resignation.

HEALTH & SAFETY

Management of the Company is interested in the health and safety of its employees. Protection of employees from injury is a major ongoing objective.

It is our policy to comply with legislative requirements and to make our shops and offices safe places to work. We will strive to eliminate any foreseeable hazards which may result in personal injuries or illnesses, fires, security losses, property damage and accidents. We will provide training to all in the recognition and correction of hazards and the proper use, handling and storage of hazardous materials that may be used in our shops or offices.

Please refer to the Company Safety Manual for safety procedures.

EMPLOYMENT STANDARDS

Standards of Conduct

The Company expects certain standards of behaviour to be maintained at all times:

1. Employees are expected to be friendly and courteous at all times.
2. No foul language or gossip will be tolerated during working hours.
3. The employee will maintain the security and cleanliness of their workspace and/or customers' premises at all times during the performance of tasks.
4. No company business will be discussed outside of the premises.

Performance Appraisals

As a regular employee, your supervisor will meet with you at least annually to conduct a written evaluation, with the objectives to establish performance objectives for the coming year, and to review the prior year's performance.

You will have the opportunity to discuss and sign your review. Your evaluations become part of your personnel file and are used for selecting employees for promotion or transfer or other personnel actions.

Harassment

*refer to Saskatchewan Labour Sample Harassment Policy

The Company is committed to providing a safe, positive work environment where everyone is treated with respect and dignity. Harassment in the workplace is unacceptable and against the law. Intimidation, coercion, or harassment of any kind will NOT be permitted.

Harassment is any unwanted conduct that offends or humiliates and is prohibited on the following grounds:

- Race, colour, sexual orientation, creed, physical size or weight, ancestry or place of origin, sex, family status, age, pardoned conviction, religion, marital status, mental and physical disability, nationality.

Harassment may be verbal, physical, visual or psychological. It can include, but is not limited to:

- Jokes that cause awkwardness or embarrassment;
- Display of racist, sexist, or other offensive material;

- Sexually suggestive or obscene comments or gestures;
- Offensive sexual advances and propositions;
- Unwanted physical contact such as touching, patting or pinching;
- Verbal abuse, threats or intimidation;
- Physical assault including sexual assault.

Harassment will not be tolerated in any work related setting, such as conference, seminars and social events. Employees at all levels are covered, as are applicants and candidates for employment.

It is every employee's right to be free of harassment and each employee's responsibility to treat others with respect.

Complaint Procedure

If a problem occurs, an employee is encouraged to consider the following solutions:

- Raise the issue with the alleged harasser and seek resolution. Inform a Supervisor or manager of the problem and ask them to informally discuss the situation.
- If informal options are inappropriate or unsuccessful, an employee can file a Formal Complaint with the Supervisor or Manager.

Upon receipt of a written, formal complaint, the Supervisor or Manager will undertake an immediate investigation. The alleged harasser will be notified. The complaint and related information will be kept in confidence except as is necessary to investigate and resolve the situation.

The harasser may be subject to disciplinary procedures and the incident will be documented in the harasser's file. If no evidence is found to support the complaint, then there will be no documentation placed in the file.

Retaliation against any individual for reporting harassment or providing information will not be tolerated.

Every employee also has the right to file a complaint with an outside agency, including the Saskatchewan Human Rights Commission or the Occupational Health and Safety Division of Saskatchewan Labour.

Employee Privacy

The Company regards all employee information as confidential and will respect the employee's right to privacy. Only employees who require access to an employee's personnel file as part of their job may have access to such files.

In order for other information to be discussed, we require a consent form signed by the employee.

Disciplinary Procedures

The Company has a progressive discipline policy. The goal of our progressive discipline system is to give employees an opportunity to correct employment problems that may arise. Any disciplinary actions will be documented and retained in your personnel file. However, the Company reserves the right to skip a disciplinary action (up to termination) depending on the severity of an incident. You will be kept informed of the rules and are expected to follow them. The following are actions which may trigger disciplinary actions, including a verbal warning, written warning, suspension, or discharge.

- Failure to observe safety rules, fire and security procedures;
- Disruptive influence at work or interfering with the work efficiency of other employees;
- Misconduct in terms of attendance, work performance or personal behavior. i.e. falsifying attendance sheets, discourtesy to customers...
- Theft or fraud against the Employer upon being found guilty by the courts;
- Reporting for duty or otherwise engaged in work while under the influence of alcohol, illegal chemical substances or other mind altering substances.

(Handbook version ends here.)

Sample Management Policy (do not include in handbook):

The Manager reserves the right to bypass one or more steps depending on the seriousness of the action.

When an employee's performance is not up to standard, or should there be complaints from either clients or other employees with regards to an employee, the following procedures will take place:

1. FIRST NOTICE (Verbal warning)

The employee will be advised of a private meeting to take place in the office. During the meeting, the employee will be advised of the problem and will be allowed a reasonable length of time for the situation to improve. A notation including time, date, location and details shall be placed on the employee's personnel file.

2. SECOND NOTICE (Written Warning)

- a. Should the problem persist following the allowed duration period, the employee will be notified of a private meeting to take place in the office.
- b. The employee will be advised that the problem still persists and will be given a warning that should it happen again the employee will be given a three day suspension without pay. The employee will be issued a letter or warning summarizing the problem, the required action and the consequences of failing to rectify the issue. A notation shall be placed on the employee's personnel file.

3. THIRD NOTICE (Suspension)

- a. Should the problem persist, the employee will be notified of a private meeting to take place in the office.
- b. The employee will be reminded of the previous meeting and be told that they are being suspended, without pay, for a period of time and should the problem persist the employee will be dismissed. The duration of the suspension shall depend on the seriousness of the misconduct. The employee will be informed of the suspension in writing and all documentation will be placed on the personnel file.

4. DISMISSAL

- a. Should the problem persist following the allowed duration period, the employee will be notified of a private meeting to take place in the office.
- b. The employee will be reminded of the previous meeting and advised of their immediate termination.
- c. The employee will be supplied with their Record of Employment and Final Payroll.

The employer will make documentation as per the discussions of each meeting and the employer, the employee and a witness will be expected to sign and date the documentation thus acknowledging the meeting took place. The employee will be given a copy of the documentation and one will be kept in the employees file.

Should the employee refuse to sign the documentation of discussions, the employee may be dismissed immediately and one of the office personnel may witness that the meeting did take place.

Documentation regarding disciplinary action may be removed from the file after a period designated by the Manager, subject to the condition that the issue has been resolved.

EMPLOYEE BENEFITS

Moving Allowance

All employees who receive a moving allowance are subject to the following:

Should you resign or be terminated prior to the end of the ____ day probationary period, any moving allowance that was paid will be considered repayable and will be deducted from the final payroll.

Moving allowances paid to all employees are considered a taxable benefit and all taxes payable are the responsibility of the employee.

Group Life, Dental Plan (Optional)

All eligible employees will be provided with a compensation and benefits package, including dental coverage, disability and life insurance. A detailed booklet regarding your benefit coverage is available from your supervisor.

_____ provides these benefits at a minimal charge to employees, and will pay a portion of the costs. You may be asked to share a portion of this expense in certain areas.

UNION (optional)

All provisions of the local Union agreements apply.

Employee Acknowledgement

This guide is an Employee Handbook and is not a contract. The intent is to supply as much information as possible concerning the Company's practices, benefits, regulations, and rules of conduct.

In no way is this handbook to be considered your only source of information regarding your employment.

Policies and rules in this handbook are subject to change upon written approval from the Manager.

I, _____ have read, understand and agree to abide by the terms, procedures, standards and conditions of employment as outlined in the Employee Handbook.

Employee Signature

Signature of Witness

Date

Appendix D. 10 Critical Success Factors for Corporate-Aboriginal Relations

1. Develop an Aboriginal relations strategy that reconciles the company's business objectives with Aboriginal needs, expectations and values.
2. Establish trust and a respectful relationship with Aboriginal communities and individuals.
3. Get Aboriginal communities involved in developing and implementing the corporate Aboriginal relations strategy.
4. Inform company employees of the business rationale of building mutually beneficial relationships with Aboriginal communities and individuals.
5. Ensure that Aboriginal initiatives receive support from senior management and company employees.
6. Incorporate Aboriginal initiatives, business partnerships, employment, community involvement and cultural awareness into the company's business plan.
7. Evaluate Aboriginal community needs and expectations and how the company's core competencies can be used to address those needs.
8. Recognize and respect differences between First Nations based on their history, culture and unique circumstances.
9. Help develop the skills of Aboriginal people through employment, training, internship programs and mentoring.
10. Support Aboriginal economic development efforts and First Nations' aspirations for self-reliance.

Source: The Conference Board of Canada

Appendix E. Yanke Trucking & AHRDCC

**Saskatchewan Sage newspaper
Dec. 2002 edition**

Yanke planning to partner with First Nations

Cheryl Petten, Sage Writer, Saskatoon

For years, the Saskatoon-based Yanke Group of Companies has been trying to increase the number of Aboriginal people it employs, but with little success. So now, the company is trying a new approach.

Instead of trying to reach out to individual Aboriginal people to interest them in positions with the company, Yanke is working to develop partnerships with tribal councils across the country, who will then in turn work to get the word out to their members about career opportunities in the trucking business.

"What it is that I'm trying to do . . . is create a successful employment model for the trucking industry," explained Yanke vice president of human resources Neil Pritchard. "And that's based upon many years of going to career fairs, and sending out ads and working really hard at Aboriginal recruiting, but not really ever seeing the results."

"We've got, I think, about a four or five per cent self-declared Aboriginal workforce. It's probably more than that, but that's what's self-declared. That's not good enough. And what's really amazing to me is the fact that, when we put ads out in the paper for hiring people, we don't see Aboriginal applications come in very often. So that tells me that we're not connecting very well, or we're not connecting in the right spot, or something."

In order to start making those connections, Yanke has partnered with the Aboriginal Human Resources Development Council of Canada (AHRDCC) to develop their employment model. The ultimate goal of the plan is to increase the number of Aboriginal people employed by the company at all levels, right across the country.

"It's an interesting thing, because transportation is Canada's largest employer, and the trucking industry has a huge, critical need for people. At the same time, you look at First Nations populations growing, and a significant need for employment, good employment, and so when you compare both of those things, there's almost no reason why there shouldn't be a real success story there, but there hasn't been yet. And I think it's because of the lack of the process there . . . there just isn't a formalized process whereby employers can reach in and communicate effectively to the tribal councils to the point where there's a bridge between the two," Pritchard explained.

"When you look at the real successful tribal councils out there, the ones that have really made some stuff happen, they've had really strong leadership within. And they've had a burning desire to make some stuff happen. And so to find those leaders, I think is the first step. And then to sit around the table and create the business plan, the business case, and then formulate the business processes that support that, so it's not just sitting around in meetings talking about cultural awareness and so on. Not that that's bad. But that in itself doesn't create jobs. We have to be more formal in our approach. And just going to job fairs doesn't do it, and just advertising doesn't do it. The people out there within the First Nations communities need to know what the trucking industry is, what it has to offer, and how to get into it. And so we have to build that bridge across

too, I think," he said.

"We're at the stage now where we're looking for large urban tribal council leaders across the country in places that are conducive to trucking so that we can test this model and actually create some success stories out there."

That's where the AHRDCC becomes a key player, with AHRDCC president Kelly Lendsay taking on the role of introducing Pritchard to some of the leaders of the larger urban tribal councils across Canada, beginning discussions of how Yanke can tailor its employment model to meet their specific strengths and needs. The employment model has already been presented to the Saskatoon Tribal Council for its consideration.

"There's probably two or three stages of this thing. The initial stage is that we've got jobs right now for truck drivers. And so that's the first thing, is that we start to show that the trucking industry in this country has a significant need, and we can actually hire people, today. That's the first thing. The second thing is, we need to be able to create sustainable employment out there. So how is it that we're going to train truck drivers, give them the experience, so they become more employable in the country, to the larger trucking companies that actually have this huge need," Pritchard said.

"I'm convinced that once we have some role models out there, and some success stories, then it'll just start, like a snowball."

Currently, Yanke employs about 770 people, right across the country.

"And that's the interesting part, the fact that we hire all across the country means that we're very flexible in terms of where we can hire people. So if there's a large urban tribal council in Toronto or Vancouver or Winnipeg, and those are probably three areas that we're starting to target to start with, we hire right there. Nobody has to move anywhere. Because a truck is a basic unit of commerce, we can put a truck in anywhere. And because of the nature of the business, that work schedule can be pretty flexible, and we could put two people in a truck, or one, or three or whatever. So when you look at the trucking industry, and you look at Aboriginal employment possibilities, I think its a really, really good fit."

So why have so few Aboriginal people become involved in the trucking industry so far? Pritchard believes lack of information is the main reason.

"The feedback I get from a lot of people at career fairs is 'what's it all about.' They know what trucks are, running up and down the road in their local community, but what's a long-haul trucking company look like? . . . I'd say that there's just not a lot of understanding of how to get into the business," he said.

"I think people don't understand the possibilities, the fact that the trucking industry is suffering such an acute need for people, and has the potential for people in all aspects of it, not just truck drivers, but sales people, dispatchers, accountants, it goes on and on and on. And so there's potential for not just truck drivers. And I think a lot of it has to do with just general understanding. I mean, if the general public out there, whether it's Aboriginal or whatever, understand more clearly what the potential is, then you will generate more interest.

What the potential is is the possibility of long-term employment at a good rate of pay, and a lot of independence, Pritchard said.

"If you're an outside worker, that is a truck driver, the potential to get an income of \$40,000 to \$60,000 a year is a big part of it. And you do it in sort of an independent environment. You're sort of your own person out there. And a lot of people really like that. You're not sitting in an office cubicle and being told what to do, and all that sort of stuff. So it's kind of a job that suits an independent nature very well," he explained.

"I think to me, that's what's really exciting about it, is if we can make this work, it's a real win-win here, for a long time to come."

Anyone wanting more information about Yanke, or individuals wanting information about becoming an employee can visit the company Web site at www.yanke.ca.

Appendix F. Directory of Aboriginal Agencies

The Saskatchewan Labour Force Development Board offers an Aboriginal Directory prepared by the University of Regina. It can be downloaded from:

http://www.slfdb.com/Aboriginal_employment_development/

Appendix G. Career Fairs

See Your Future - Saskatchewan Education and Career Fair 6. The Fair takes place during National Career Week in November each year, in Saskatoon and Regina, and is targeted to students and parents.

The organizer is the Canadian Academic Group and main sponsor is HRDC Youth Employment Strategy.

<http://www.seeyourfuture.net/>

The SMART (Students Moving Ahead with Real-World Training) program is managed by the **Saskatoon & District Industry-Education Council (IEC)**. The IEC is a partnership among education, business, and community organizations. There are many opportunities for fulfilling careers in trades, technologies and emerging industries that students are not taking advantage of simply because they do not know that these opportunities exist.

- The SMART program provides students and their teachers with this information by giving them a chance to speak directly to various industries at an event held every fall. Conversely, business and industry have the opportunity to market available career opportunities to students.

- **Teacher Externship:** This program gives interested teachers the opportunity to spend one week working in an industry sector in order to gain first hand exposure to the necessary skills and training for the various careers available. Teachers gain valuable insight into the wide variety of careers available in a number of industry sectors and are able to pass this knowledge onto their students.

MCAS has participated in this program for the past three years.

Corporate Circle Job Fair

The Third annual Job Fair coordinated by the Federation of Saskatchewan Indian Nations was held in Saskatoon in February 2003. Over 70 employers (mostly Government) and some industry sectors had booths. The event alternates each year between Saskatoon and Regina.

Appendix H. Draft Brochure

THE SASKATCHEWAN PLUMBING & PIPEFITTING SECTOR PARTNERSHIP

Human resource development in our dynamic industry is led by a committed group of stakeholders including the Mechanical Contractor's Association of Saskatchewan, Saskatchewan Provincial Pipe Trades Association, employer and business representatives, employee representatives, Sask Power, SaskEnergy, Aboriginal training institutions, Saskatchewan Learning, SIAST, & the Saskatchewan Apprenticeship & Trade Certification Commission.

The Saskatchewan labour market is changing. Many of our skilled tradespeople are retiring, leaving openings for the workforce of the future – our youth!

The Piping Sector's Human Resource Strategy is working to:

- attract and retain new workers into our highly respected trades,
- promote attitudes of life long learning,
- raise career awareness of our trades,
- create new pathways into the trade, such our first-ever industry supported Plumbing Pre-apprenticeship Program co-ordinated by Sask. Indian Institute of Technology,
- co-ordinate strategies with the Aboriginal community to help develop a growing segment of the labour force.

*Descriptions adapted from Saskatchewan Apprenticeship and Trade Certification Commission Trade brochures, SaskatchewanJobFutures website.

For more information, contact:



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www.mca-sask.ca
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Ken Busch, Coordinator
Joint Training Committee for
United Association Local 179
Regina, Saskatchewan
Tel: 306-522-4237

2003

CAREERS IN THE MECHANICAL TRADES

Take charge of Your Future!

PLUMBER

STEAMFITTER-PIPEFITTER

SHEET METAL WORKER

REFRIGERATION MECHANIC



LOOK AT OUR TRADES NOW!

Mechanical trades are changing with the times. You might be surprised to discover what we have to offer!

1. Do you want to find work you can take pride in?
2. Did you know that math skills and people skills are important to success in these trades?
3. Do you want to earn a good wage and have future opportunities?
4. Are you interested in owning your own business in the future?
5. Are you willing to learn while you are earning? An apprenticeship program combines working on the job (80% of the time) and in school training (20% of the time) for up to five years!

Find out more

Q. What Do Plumbers, Steamfitter-Pipefitters, Sheet Metal Workers, & Refrigeration Mechanics Do?

- A. Some or all of the following:
- install, replace and maintain water and sewage systems in residential, commercial and industrial buildings.

- Work as licensed gas fitters.
- Work with new materials and advances in technology that make your job interesting every day.
- Read blueprints and understand plumbing & building codes and specifications.
- Fabricate, install and maintain pipe at industrial sites such as oil refineries, water treatment plants, pulp and paper plants and power plants.
- Work with heating, ventilating and air conditioning systems to design, fabricate and install ventilation shafts, eavestroughs, air and heat ducts, roof decking and sheet metal buildings.
- Install, maintain and repair primary and secondary refrigeration and cooling systems, in commercial and industrial settings.
- Diagnose & repair air handling, humidification & heating systems.
- Diagnose computer & electronic controlled systems.

Entry Skills & Abilities You Need:

- *High school Math and Science.*
- *Responsible and able to focus on tasks*
- *Ability to work as part of a team & communicate with supervisors, coworkers and customers*
- *Ability to handle physically demanding work.*
- *Attention to safety issues.*

HOW TO GET STARTED

1. Find an employer willing to hire you and provide you with the on the job training. After six months work you will be eligible to apply to be indentured as an apprentice.
2. Contact the Apprenticeship & Trade Certification office in your area, along with your Employer, to get the application forms.
3. Talk to people in the trade to find out more. Make a good decision for your future.

USEFUL INFORMATION

Check out these sites and services:

-www.saskjobfutures.ca - trade profiles
-www.sasknetwork.ca – a resource for job information

-Sask. Apprenticeship & Trade Certification Commission, for an office near you. 1-877-363-0536
-Career Hotline 1-800-597-8278
-Construction Industry programs that help job seekers find employment.
(Coordinated by Sask. Indian Institute of Technology)

Construction Careers Saskatoon
373-4695

Construction Careers Regina
721-4473

Your future starts now!

Appendix I. Web Sites

Saskatchewan Apprenticeship and Trade Certification Commission
www.sasknetwork.ca/pages/at/apprenticeship.htm

Conference Board of Canada
www.conferenceboard.ca.

Saskatchewan Government Relations and Aboriginal Affairs
www.iaa.gov.sk.ca/Aboriginal/html/AC/ac_intro.htm

Aboriginal Human Resource Development Council of Canada
www.ahrdcc.com/

Department of Indian & Northern Affairs Canada – Aboriginal Workforce Participation Initiative
http://www.ainc-inac.gc.ca/ai/awpi/index_e.html

Saskatchewan Labour Force Development Board – Skills Connect Program
<http://www.slfdb.com/skillsconnect/industry.htm>