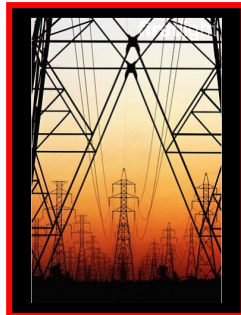




**Guide to Best Practices for
Joint Apprenticeship Committees
in the Electrical Industry**

2nd Edition: August 2009

Research & Writing: Carol D. MacLeod



Canada

This project is funded in part by the Government of Canada.

Message from NETCO’s Officers	i
Acknowledgements	ii
1. Introduction	1
1.1 About the National Electrical Trade Council	1
1.2 The JAC Model	3
1.3 Using this Guide	5
2. A Best Practices Framework	6
2.1 JAC Governance & Management	6
2.2 Apprenticeship Administration	8
2.3 Protocols for Selecting Apprentices	12
2.4 Journeyperson Skills Training	14
2.5 Mentoring	16
2.6 Essential Skills	17

Appendix A: Self-directed Best Practices Audit Tool

National Electrical Trade Council
170 Attwell Drive, Suite 460
Toronto, ON M9W 5Z5
☎ 1-800-387-3226 or 416-675-3226
☎ 416-675-7736
@ netco@ceca.org
🌐 www.ceca.org/netco





Phil Flemming

NETCO President &
International Vice-President, First District, Canada
International Brotherhood of Electrical Workers (IBEW)



Eryl Roberts

NETCO Treasurer &
Executive Secretary
Canadian Electrical Contractors Association (CECA)

While the National Electrical Trade Council (NETCO) is a young organization, it builds on a long-standing tradition of IBEW-CECA collaboration to advance workforce skills development and to capture emerging markets. NETCO extends provincial and local partnerships between IBEW Local Unions and electrical contractors to a national level.

NETCO's mandate to promote national standards, apprenticeship and journeyman skills training aligns with the important work of Joint Apprenticeship Committees (JACs) in the electrical industry across Canada. NETCO provides tangible supports to JACs. For example, it sponsors an annual forum for electrical training professionals to share information and develops resources for use in electrical trades training. NETCO is also moving forward on a government affairs and lobbying initiative.

Guide to Best Practices for Joint Apprenticeship Committees in the Electrical Industry reflects NETCO's commitment to *Connecting the Electrical Industry*. It recognizes that JACs are centres of excellence. It ensures that the best of what is done locally is distributed across the country. The best practices presented are rooted in the actual experiences of JACs across Canada and involved extensive consultations with electrical industry stakeholders.

The 2nd Edition of this Guide was launched in August 2009 at NETCO's 2nd *Annual Meeting of Training Directors* in Charlottetown, PEI. It updates the 1st Edition presented in November 2007 at NETCO's *National Training Symposium* held in Barrie, ON.



Acknowledgements

Susan Boorman, Electrical Contractors Association of Ontario
Julie Boland, Joint Apprenticeship & Training Committee IBEW, Local 625/Electrical Contractors
Andy Cleven, Electrical Joint Training Committee, IBEW Local 213 & ECABC
Catherine Cottingham, Electricity Sector Council
Laird Cronk, International Brotherhood of Electrical Workers
Todd Chronik, Electrical Industry Education Trust Fund of Alberta
Bill Daniels, International Brotherhood of Electrical Workers
Garry Fitzpatrick, Fitzpatrick Electrical Contractor Inc.
Phil Flemming, International Brotherhood of Electrical Workers
Rod Goy, BCIT School of Construction & the Environment
* **Nicole Herod**, formerly of the Canadian Apprenticeship Forum
Erik Hueglin, Joint Apprenticeship Committee IBEW, Local 353 & Greater Toronto Area Electrical Contractors Association
James Kellett, K-Line Maintenance and Construction Ltd.
Gary Lehman, GW Lehman & Associates
Bryan Leverick, Alliance Energy Ltd.
* **Rick Lousier**, formerly of IBEW, Local 2085
Ray Matthews, Electrical Industry Education Trust Fund of Alberta
* **Ed Nott**, formerly of the International Brotherhood of Electrical Workers, Local 353
Bill McKnight, Joint Apprenticeship Committee IBEW, Local 353 & Greater Toronto Area Electrical Contractors Association
Doug Muir, Canadian Council of Directors of Apprenticeship
Gerald O'Brien, O'Brien Electric Co. Ltd.
Eryl Roberts, Canadian Electrical Contractors Association
Rosemary Sparks, Construction Sector Council
Les Taffinder, Joint Apprenticeship & Training Committee Essex-Kent
Fern Tardif, Joint Apprenticeship & Training Committee IBEW, Local 625/Electrical Contractors
Joe Tomona, Humber Institute of Technology & Advanced Learning

A large number of electrical industry stakeholders contributed to the development of this *Guide*. Listing them all would be impractical so NETCO offers a global thank you while singling out a few for special recognition.

In 2007, NETCO sponsored two pilot workshops on *Best Practices for Evaluating Electrical Apprentice Candidates*. It also consulted industry through and *National Training Survey*. The participating representatives JAC, Local Union and contractor representatives assisted in defining the best practices endorsed by NETCO.

The input provided on drafts of the 1st Edition (2007) by NETCO's Project Steering Committee in place at the time is appreciated. Some have since moved on to new careers but their contribution endures.

In 2009, feedback from industry partners pilot testing NETCO's on-line *Numeracy Power* assessment contributed to the updates included in the 2nd Edition (August 2009).

1. Introduction

1.1 About the National Electrical Trade Council (NETCO)

CECA-IBEW Partnership

The National Electrical Trade Council (NETCO) is a joint Labour-Management partnership of the International Brotherhood of Electrical Workers (IBEW), First District, Canada and the Canadian Electrical Contractors Association (CECA). It provides leadership through national coordination on workforce skills development and lobbying on public policy issues of importance to the electrical industry in Canada.



Phil Flemming (IBEW International Vice President, First District, Canada) and Eryl Roberts (CECA Executive Secretary) serve as NETCO's President and Treasurer respectively.



Board of Directors

Name	Role	Affiliation
Rick Dalton	Director	IBEW
Garry Fitzpatrick	Director	CECA
Phil Flemming	President	IBEW
Sol Furer	Director	IBEW
Bryan Leverick	Director	CECA
Gerald O'Brien	Vice-President	CECA
Eryl Roberts	Treasurer	CECA
Ron Stecy	Director	IBEW

1. Introduction

1.1 About the National Electrical Trade Council (NETCO) “continued”

Mandate

NETCO has an overarching focus on *Connecting the Electrical Industry*. Its mandate is to:

- ✓ promote national standards, apprenticeship and journeyman skills training for the electrical industry in Canada, with a focus on the three Red Seal electrical trades (i.e., Construction Electrician, Industrial Electrician, Powerline Technician).
- ✓ serve as a national voice on public policy issues of importance to electrical contractors and those working and learning in the electrical industry as apprentices and journeymen.

NETCO’s focus is on *Connecting the Electrical Industry* by facilitating information-sharing and networking among electrical training professionals and developing resources for use in electrical trades training. NETCO is building on the strength of the IBEW-CECA partnership to forge new ground with respect to government affairs and lobbying. NETCO is uniquely positioned to have impact and influence as a united national voice for the electrical industry in Canada.

Funding

NETCO is industry-driven and industry-funded. CECA and the IBEW each make an annual contribution to cover NETCO’s basic operating expenses.

To date, NETCO has succeeded in securing government funding on a short-term, project-by-project basis. NETCO is, however, wary of relying on government project funding.

In 2008 the Officers and Board of Directors continued to work on establishing sustainable, industry funding for NETCO projects. In April 2008 an important milestone was reached. The International Brotherhood of Electrical Workers-Construction Council of Ontario (IBEW-CCO), which represents 13 IBEW Local Unions and the Electrical Contractors Association of Ontario (ECAO), made a joint contribution to NETCO through the Joint Electrical Promotion Plan (JEPP). NETCO’s Officers offer their thanks to JEPP for its support.

NETCO’s mandate is to promote national standards, apprenticeship and journeyman skills training for the electrical industry in Canada, with a focus on the three Red Seal electrical trades.

NETCO is building on the strength of the IBEW-CECA partnership to forge new ground with respect to government affairs and lobbying. NETCO is uniquely positioned to have impact and influence as a united national voice for the electrical industry in Canada.

1. Introduction

1.2 The JAC Model

Labour-Management Partnerships

In the organized electrical construction industry, IBEW Local Unions and electrical contractors share a proud tradition of excellence in apprenticeship and journeyman skills training. Each Joint Apprenticeship Committee¹ (JAC) exists as a Labour-Management partnership between an IBEW Local Union and contractors within a defined geographic area.

Within NETCO there are 16 JACs across Canada: 1 in British Columbia, 1 in Alberta, 13 in Ontario and 1 in Nova Scotia. Additionally, several IBEW Local Unions (construction and utility) also operate training centres and they are equally effective. JACs and IBEW Local Union training centres are the bedrock of the electrical industry's training infrastructure.

Meeting Industry Demand for a Skilled Workforce

The primary purpose of a JAC is to meet the unionized electrical construction industry's demand for a highly trained and skilled workforce. All JACs facilitate apprenticeship by recruiting, selecting, assessing, counseling and overseeing or delivering apprenticeship training. Some JACs also focus on journeyman skills training.

Jointly Funded and Controlled by Industry

JACs are founded on industry-based Training Trust Funds derived from multi-employer collective agreements. Over the years, this sustainable financing enabled JAC training infrastructures to become extremely effective and sophisticated. Training Trust Funds are legal entities and own training facilities which are recognized as centres of excellence.

The stability of industry funding has enabled JACs to grow and develop through careful long-term planning. Another reason for the success of JACs is that they are jointly controlled by IBEW Local Unions and contractors/employers—the primary parties involved in the supply of and demand for qualified tradespeople.

In the organized electrical construction industry, IBEW Local Unions and electrical contractors share a proud tradition of excellence in apprenticeship and journeyman skills training.

JACs and IBEW Local Union training centres are the bedrock of the electrical industry's training infrastructure.

¹ This term is widely used across Canada; however, other terms such as Joint Apprenticeship Council, Joint Apprenticeship & Training Committee and Local Apprenticeship Committee are also used. NETCO recommends using Joint Apprenticeship & Training Committee.

1. Introduction

1.2 The JAC Model “continued”

NETCO Provides Supports for JACs

NETCO is based on a partnership between the IBEW and CECA—it extends the provincial and local Labour-Management partnerships inherent in JACs to a national level. It is acknowledged that authority over JACs rests with IBEW Local Unions and Electrical Contractor Associations.

NETCO is committed to making one of Canada’s greatest training systems even better prepared to meet the challenges of a rapidly changing electrical industry. It recognizes that JACs are centres of excellence. NETCO strives to ensure that the best of what is done locally within JACs is distributed across the country.

NETCO’s mandate to promote national standards, apprenticeship and journeyman skills training aligns with the important work of JACs. NETCO provides tangible supports to JACs—as well as IBEW Local Unions, contractors and other industry stakeholders—related to:

- **Information Sharing & Networking Among Electrical Training Professionals.** For example, in 2008 NETCO began sponsoring an annual forum for Training Directors held prior to IBEW Progress Meetings. The *1st Annual Meeting of Training Directors* was held in Toronto, ON in August 2008. The *2nd* forum was held in Charlottetown, PEI in August 2009.
- **Professional Development.** For example, in 2007 NETCO sponsored two workshops (Vancouver & Toronto) on *Best Practices for Evaluating Electrical Apprentice Applicants*. NETCO’s 2007 National Training Symposium also enabled delegates to enroll in one of three workshops.
- **Product Development.** For example, this Guide is among NETCO’s growing suite of Human Resource Tools. A curriculum on *Test Taking Strategies for Red Seal Electrical Exams* is another resource available to JACs. In March 2008 NETCO began developing an on-line assessment of foundation numeracy skills linked to success in electrical apprenticeship. *Numeracy Power* will be released in 2010. (Visit www.cecacouncil.org/netco for more information.)

Visit www.cecacouncil.org/netco for a detailed description of NETCO’s suite of Human Resource Tools & Products.



In August 2008 delegates to NETCO’s 1st Annual Meeting of Training Directors had the opportunity to exchange information and best practices during a tour of the Toronto JAC’s training centre.

1. Introduction

1.3 Using This Guide

Audience/End-users

JACs are the primary audience for this Guide since the majority of apprenticeship administration in the electrical construction industry is structured on this model. This Guide, however, is also intended for use by Local Union Training Centres, contractors/employers in both the construction and utility sectors. Many of the best practices endorsed by NETCO are applicable to other contexts.

Purpose

This Guide is offered as a tool to assist JACs in self-directing a *Best Practices Audit* for the purpose of building on your strengths and targeting areas for continuous improvement. It may be used to stimulate a private, internal review of how your current practices correlate to the best practices endorsed by NETCO.

This Guide is offered as a tool to assist JACs in self-directing a *Best Practices Audit* for the purpose of building on your strengths and targeting potential areas for continuous improvement.

How do I initiate a Self-directed Best Practices Audit?

This Guide may serve as a starting point for facilitating a *Best Practices Audit*. In Appendix A you will find each of the best practices endorsed by NETCO framed as a question with a corresponding rating scale. You are invited to consider taking the following steps to self-direct a *Best Practices Audit*:

- ✓ **Step 1.** Forward a copy of this Guide to each JAC member and build consensus for launching a self-directed *Best Practices Audit*.
- ✓ **Step 2.** Table the *Best Practices Audit* on the agenda of an upcoming meeting. Select a facilitator to lead the discussion.
- ✓ **Step 3.** Invite each JAC member to individually complete the *Best Practices Audit Tool* (Appendix A) and share his/her analysis at a meeting designated for discussion.
- ✓ **Step 4.** Facilitate a discussion about individual ratings noted on the *Best Practices Audit Tool*. Target potential areas for continuous improvement. Prioritize the list of potential areas for continuous improvement. Develop an action plan.
- ✓ **Step 5:** Implement the action plan.

2. A Best Practices Framework

2.1 Best Practices Related to JAC Governance & Management

A JAC's governance model is the leadership structure that drives activities and performance. NETCO recommends that JACs periodically review and fine-tune their governance model.

The term Joint Apprenticeship Committee (JAC) is widely used across Canada. Other terms are also used such as Joint Apprenticeship Council, Joint Apprenticeship & Training Committee and Local Apprenticeship Committee.

NETCO recommends using the term Joint Apprenticeship & Training Committee for several reasons. Including a reference to *training* acknowledges that all JACs coordinate apprentices' on-the-job training through monitoring, rotation, etc. On-the-job training accounts for 85% of an apprenticeship; classroom training accounts for the balance. Over time, harmonizing the terminology used to reference JACs within the electrical construction industry will increase brand recognition among the public and policy makers.

A JAC's governance model is the leadership structure that drives activities and performance.

NETCO recommends that JACs periodically review and fine-tune their governance model.

Best practices related to JAC Governance and Management follow:

JAC Governance

- G-1 Adopt the JAC model to facilitate apprenticeship and training activities in the electrical construction industry.
- G-2 Consider changing the name of your JAC to Joint Apprenticeship & Training Committee (JATC), if applicable.
- G-3 Establish a set of operating rules and conditions to guide the activities of the JAC.
- G-4 Ensure that there is balanced representation from the IBEW Local Union and Electrical Contractors Association.
- G-5 Establish a JAC meeting schedule that allows sufficient frequency and time.
- G-6 Facilitate an annual discussion of how your JAC's governance model may be fine-tuned.
- G-7 Initiate strategic planning for the future.
- G-8 Register your JAC as required by any negotiated agreements (e.g., Principal Agreement in Ontario) if applicable.
- G-9 Gain recognition as the indenturing party from the provincial or territorial authority and through that acquire access to seat purchase/funding for training delivery.

2. A Best Practices Framework

2.1 Best Practices Related to JAC Governance & Management “continued”

JAC Management

- M-1 Maximize tax exemptions (e.g., sales, property, value-added taxes, GST reimbursement, issuing tax receipts for equipment donations).
- M-2 Maximize access to federal and provincial/territorial funding.
- M-3 Facilitate professional development opportunities for training directors, trades trainers and other staff.
- M-4 Ensure that safety interests remain a priority and related initiatives are effective.
- M-5 Explore new approaches to training delivery such as computer-facilitated learning and video conferencing.
- M-6 Anticipate and plan to acquire new equipment and technology.
- M-7 Work in partnership with community colleges (e.g., funding by donations, scholarships, curriculum advice, participating on local and provincial advisory committees).
- M-8 Support Skills Canada opportunities linked to electrical apprenticeship.

Some of the best practices for JAC Management were inspired by the Canadian Building Trade’s *National Apprenticeship & Training Policy for the Construction Industry in Canada* (2007).

We extend our appreciation to Robert Blakely, Director of Canadian Affairs, for allowing NETCO to build on the work of his organization.



A custom-designed Mobile Training Unit , owned by the Electrical Industry Education Trust Fund of Alberta, brings training directly to the job site.

2.2 Best Practices Related to Apprenticeship Administration

There are many facets to a JAC's role in apprenticeship administration. NETCO is drawing attention to best practices associated with selected aspects of apprenticeship administration related to: apprenticeship completion; foreign credential recognition; advertising and promotion; and mobility and equity.

While all of these areas are important, NETCO continues to engage industry stakeholders in discussions about how to increase apprenticeship completion in the three electrical trades designated under the Interprovincial Red Seal Program. The Red Seal trades in the electrical family are: Construction Electrician; Industrial Electrician; and Powerline Technician.

Construction Electrician is consistently among the top five Red Seal trades based on the number of Red Seals issued (e.g., 4,150 Red Seals were issued in 2007). Data from Canadian Council of Directors of Apprenticeship (CCDA) Annual Reports (www.red-seal.ca) indicate that the:

- fail rate for apprentices who wrote the Construction Electrician Red Seal exam was 29% in 2007 (i.e., 1,221 apprentices) and 32% in 2006 (i.e., 1,319 apprentices)
- fail rate for *trade qualifiers who wrote the Construction Electrician Red Seal was 46% in 2007 (i.e., 986 trade qualifiers) and 42% in 2006 (i.e., 608 trade qualifiers).

* A trade qualifier is a tradesperson who has accumulated sufficient practical work experience to meet the established criteria to challenge the certification examination.

There are many barriers to accessing and completing apprenticeship training in Canada. In consultation with electrical industry stakeholders, NETCO identified some of the root causes associated with failing Red Seal electrical exams. These include rusty or weak foundation math skills and lack of skill and experience on the multiple-choice test format used in Red Seal exams.

NETCO offers several Human Resource Tools that JACs may consider using to assist their electrical apprentices and journeypersons in passing Red Seal exams. For example, NETCO makes a curriculum on *Test Taking Strategies for Red Seal Electrical Exams* available to electrical trades trainers at no cost. *Numeracy Power*—an on-line assessment of foundation math skills linked to success in apprenticeship—will be released in 2010.

NETCO developed several Human Resource Tools that JACs may consider using to assist their electrical apprentices and journeypersons in passing Red Seal exams.



2.2 Best Practices Related to Apprenticeship Administration “continued”

Best practices related to Apprenticeship Administration follow:

Apprenticeship Completion

- AA-1 Track JAC-specific data on pass-fail rates for apprentices writing Interprovincial Red Seal Examinations.
- AA-2 Provide a range of training policies and supports to promote success in apprenticeship and higher completion rates (e.g., supplemental training, Essential Skills upgrading, tutoring).
- AA-3 Keep apprenticeship in the forefront by rewarding the completion of an apprentice through recognition (e.g., public acknowledgement in newsletters, banquets, skills competition).
- AA-4 Promote efficiency in apprenticeship administration (e.g., discipline, writing examinations in a timely manner).
- AA-5 Promote the availability of public policy supports for the trades such as the Federal Government’s Apprenticeship Incentive Grant, Apprenticeship Job Creation Tax Credit and Tradespersons Tools Deduction.
- AA-6 Develop plans to address the remedial skills needs of apprentices brought in through organizing.
- AA-7 Assist in obtaining collective agreement provisions that support training (e.g., leave of absence for training).

Contributing to the development of Foreign Credential Recognition tools and resources is important. No books of international equivalencies are available to provide guidance in assessing the skills and experience of foreign-trained workers.

Foreign Credential Recognition

- AA-8 Contribute to the development of Foreign Credential Recognition tools and resources.
- AA-9 Develop a plan for Prior Learning Assessment as a bridging mechanism to employment for those coming from other countries.

2. A Best Practices Framework

2.2 Best Practices Related to Apprenticeship Administration “continued”

Advertising & Promotion

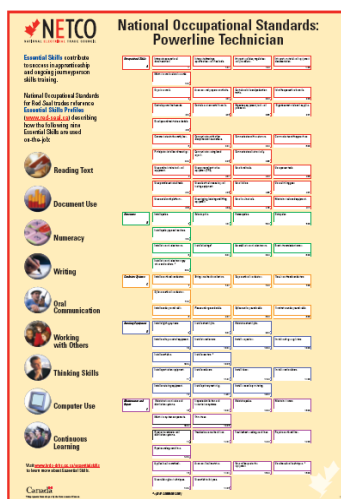
AA-10 Ensure that information about National Occupational Standards for the trade, working conditions, etc. is available to assist apprentice candidates in understanding whether they are a good fit for a career in the electrical industry.

AA-11 Display NETCO’s laminated National Occupational Standards posters where they will be visible to apprentices and those considering a career in the electrical trades.

AA-12 Ensure that protocols for selecting apprentice candidates are transparent in the information provided to those considering a career in the electrical industry.

AA-13 Develop and maintain a Web presence to increase access to information about your JAC and its training programs.

AA-14 Promote a culture of lifelong learning that encourages apprentices to pursue ongoing skills training after achieving journey person qualifications.



NETCO produced 24” x 36” laminated National Occupational Standards posters (English and French) for the three Red Seal electrical trades. They are available for purchase and as a free download at www.ceca.org/netco.

2.2 Best Practices Related to Apprenticeship Administration “continued”

Mobility

- AA-15 Facilitate mobility for apprentices to assist them in obtaining the hours of work needed to successfully complete apprenticeship.
- AA-16 Promote common sequencing of apprenticeship training across jurisdictions and common core curriculum to remove some of the barriers to mobility faced by apprentices.
- AA-17 Facilitate opportunities for apprentices to acquire a mix of practical experience that exposes them to all aspects of their trade.
- AA-18 Promote dual certification where appropriate as there are more work opportunities available to journeypersons with certification in more than one trade (electrical or other construction trade).

Equity

- AA-19 Develop strategies to attract, train and retain people who have been traditionally under-represented in the electrical construction industry such as Aboriginals, women and immigrants.
- AA-20 Develop an outreach strategy for youth at risk.
- AA-21 Integrate diversity awareness into promotional and skills training initiatives to promote a culture of inclusion.



2. A Best Practices Framework

2.3 Best Practices Related to Protocols for Selecting Apprentices

In 2007, NETCO consulted with industry stakeholders to develop best practices related to selecting apprentices. Two 1 ½-day pilot workshops on *Best Practices for Evaluating Electrical Apprentice Applicants* were sponsored (i.e., Vancouver, May 2007 & Toronto, June 2007). NETCO contracted The McQuaig Institute® (www.mcquaig.com) to provide expert information on behaviour-based interviewing techniques. Additionally, NETCO administered a National Training Survey of JACs and contractors. All of the information and data collected informed the best practices endorsed by NETCO.

While there is variation in the protocol that each JAC uses for selecting apprentices, there are also commonalities. When selecting apprentices:

- all JACs interview apprentice applicants.
- all JACs consider the applicant’s education.
- most but not all JACs consider the applicant’s previous experience.
- some but not all JACs administer an entrance/aptitude test. There is variation with respect to the specific test used.
- the weight assigned to each criterion varies by JAC (e.g., the weight given to the interview may be as low as 10% or as high as 90%).

Some industry stakeholders expressed support for harmonizing the protocols used by JACs for selecting apprentices. NETCO promotes the use of a common approach to interviewing apprentice applicants across Canada. This is a priority because all JACs conduct interviews and many expressed a need for related guidelines and professional development.

Specifically, NETCO is endorsing the use of behaviour-based interview techniques. JAC representatives must be confident that they are complying with legal requirements relating to interviews, application forms and entrance/aptitude tests. For example, it is discriminatory to ask:

- *Have you ever been arrested? It is legal to ask: “Are you able to get a police clearance?”*
- *Are you a Canadian citizen? It is legal to ask: “Can you show proof of your eligibility to work in Canada?”*
- *How old are you? or What is your birth date? It is legal to ask: “If hired, can you offer proof that you are over 18?”*

NETCO promotes the use of a common approach to interviewing apprentice applicants across Canada.

This is a priority because all JACs conduct interviews and many expressed a need for related guidelines and professional development.

2. A Best Practices Framework

2.3 Best Practices Related to Protocols for Selecting Apprentices “continued”

With respect to verifying that entrance/aptitude tests are legally defensible, NETCO points to *The Standards for Educational and Psychological Testing* developed jointly by the American Educational Research Association, American Psychological Association and National Council on Measurement in Education. (See www.apa.org/science/standards.html)

Best practices related to protocols for selecting apprentices follow:

Selection Protocol

- SA-1 Articulate protocols for selecting apprentices that are transparent to applicants.
- SA-2 Review the criteria for making final decisions on selecting apprentices and the weights assigned to each criterion (e.g., education, interview, entrance/aptitude test, work experience).
- SA-3 Ensure that nepotism is not a factor in screening apprentice applicants.

JAC representatives must be confident that they are complying with legal requirements relating to interviews, application forms and entrance/aptitude tests.

Interviewing Apprentice Candidates

- SA-4 Use behaviour-based interviewing techniques when interviewing apprentice candidates. (See www.mcquair.com)
- SA-5 Provide training to those conducting interviews with apprentice applicants.
- SA-6 Verify that the interview questions and information requested on application forms comply with human rights legislation.

Entrance/Aptitude Testing

- SA-7 Verify that any entrance/aptitude tests utilized are legally defensible.
- SA-8 Provide applicants with their entrance/aptitude test results along with a brief summary of identified learning needs and tips on pursuing related skill building.

2. A Best Practices Framework

2.4 Best Practices Related to Journeyman Skills Training

It is recognized that not all JACs have a mandate to facilitate ongoing journeyman skills training in addition to apprenticeship administration and training. This function may be handled by the Local Union.

The impact of technological change on the electrical construction industry has been enormous. An ongoing commitment to journeyman skills training is an important change-management strategy. It ensures that contractors have a skilled workforce available to compete in new markets.

Trades training should be viewed as a continuum that starts with apprenticeship training and continues with ongoing journeyman training to maintain skills currency. Learning should not stop when a tradesperson achieves journeyman status. There are, however, challenges in promoting continuous learning among journeymen.

Practical mechanisms to facilitate continuous learning for journeymen should be enhanced. Particular efforts should be made to provide preparatory training for journeymen with a provincial license who want to upgrade to Red Seal status. This will increase the number of Canadian tradespeople available to work across Canada in areas of high construction activity. NETCO offers a curriculum (1.5 hour unit of instruction) on *Test Taking Strategies for Red Seal Electrical Exams*. This curriculum may be integrated into Red Seal preparatory training for apprentices and journeymen.



In Aug. 2008, IBEW, Local 353 sponsored a tour of its Education & Training Centre in Toronto for delegates to NETCO's *1st Annual Meeting of Training Directors*. www.ibew353.org

2. A Best Practices Framework

Best practices related to ongoing journeyperson skills training follow:

- J-1 Develop a promotional campaign to foster a culture of lifelong learning among journeypersons.
- J-2 Develop an incentive/award program to recognize journeypersons who pursue continuous learning.
- J-3 Encourage journeypersons to acquire additional endorsements or specialties (e.g., Fire Alarm certification) as this is linked to personal employability and the capacity of contractors to develop new markets.
- J-4 Evaluate the scope and capacity of your ongoing journeyperson skills training plans.
- J-5 Provide Red Seal preparatory training to journeypersons with a provincial Certificate of Qualification only, as opposed to a Red Seal endorsement.
- J-6 Identify and address barriers to participation in journeyperson skills training.



2. A Best Practices Framework

2.5 Best Practices Related to Mentoring

NETCO endorses the use of Mentoring as part of an overall strategy to maximize the quality and quantity of on-the-job teaching and learning. The construction and utility sectors are expected to lose a significant number of their most experienced workers due to workforce demographics. On-the-job training that engages qualified workers in building the workforce of tomorrow is an effective strategy for transferring skills and knowledge. While the quality of teaching skills is central to the success of this strategy, experience shows that those who are qualified to perform a job are not always effective in teaching others.

Historically, the job of a journeyman was to work and teach while the job of an apprentice was to work and learn. In the electrical construction industry, the journeyman-apprentice relationship used to be synonymous with teacher-learner. Only 15% of an apprentice's time is spent learning in the classroom; 85% of learning occurs on-the-job.

Today, the original vision of journeymen as teachers has become eroded. NETCO's research suggests that there are three main barriers to involving journeymen in facilitating learning with apprentices on-the-job. It is clear that a joint approach is required to address them. They include the:

- attitude held by some journeymen that apprentices are there to carry their tools and get the coffee;
- absence of on-the-job teaching skills that enable journeymen to facilitate learning among apprentices; and,
- competitive environment in which electrical contractors operate, leading to severe time pressures that are not always conducive to teaching and learning.

Best practices related to Mentoring follow:

- M-1 Provide journeymen interested in serving as a Mentor with opportunities to acquire the skills needed to facilitate learning among apprentices.
- M-2 Encourage community colleges delivering electrical apprenticeship training to build Mentoring skills among apprentices. This will assist in creating a culture shift.
- M-3 Explore the ways in which your JAC may build Mentoring skills among apprentices.

NETCO endorses the use of Mentoring as part of an overall strategy to maximize the quality and quantity of on-the-job teaching and learning.

2. A Best Practices Framework

2.6 Best Practices Related to Essential Skills

What are Essential Skills?

Essential Skills are enabling skills that workers use to learn in technical training, perform job tasks and adapt to new technology and other workplace changes. In 1994, Human Resources and Social Development Canada (HRSDC) first validated a list of nine occupational Essential Skills.

It also began to develop a methodology to analyze Essential Skills requirements on an occupation-by-occupation basis. From 1995-2009, HRSDC led a significant program of research to collect and analyze data on the requirements for Essential Skills inherent in jobs across Canada. It used the coding system of the National Occupational Classification to define each occupation.

The resulting Essential Skills Profiles are available on-line at www.hrsdc.gc.ca/essentialskills. Essential Skills Profiles describe how each of the nine Essential Skills is used in a particular occupation and benchmarks related levels of complexity. By 2007, Essential Skills Profiles had been created for 42 Red Seal trades, including the three electrical trades.

In the electrical industry apprentices and journeypersons use one or more of these nine Essential Skills every time, for example, they read the *Canadian Electrical Code*, interpret a schematic, work as part of a team and solve day-to-day problems encountered on-the-job. Individuals who are proficient in these Essential Skills, at the levels needed to enter a specific job, often do not realize the degree to which this supports their success.

Electrical trades trainers often know from first-hand experience with apprentices and journeypersons that learning new skills becomes more difficult for individuals with gaps in an Essential Skill such as Numeracy or Reading Text.

Nine Essential Skills

Reading Text
Document Use
Numeracy
Writing
Oral Communication
Thinking Skills
<ul style="list-style-type: none"> • Problem Solving • Decision Making • Critical Thinking • Job Task Planning & Organizing • Significant Use of Memory • Finding Information
Working with Others
Computer Use
Continuous Learning



2. A Best Practices Framework

2.6 Best Practices Related to Essential Skills “continued”

Essential Skills Learning Needs in the Electrical Industry

NETCO recognizes that Essential Skills—particularly Reading Text, Numeracy and Problem Solving—enable success in electrical apprenticeship and ongoing journeyman skills training. Gaps in Essential Skills contribute to failure rates on Interprovincial Red Seal Examinations, apprenticeship drop outs and underutilization of available journeyman skills training. Essential Skills barriers limit the electrical industry’s ability to adapt to technological and other workplace changes.

These conclusions are among those noted in *Essential Skills Needs Assessment of IBEW Members in Canada (Construction & Utility)*, (MacLeod, 2002). This research was conducted by the IBEW in collaboration with CECA. It identifies barriers to skills development and lifelong learning related to Essential Skills. It also outlines a *National Essential Skills Strategy* and far-reaching recommendations that relate to Awareness, Assessment, Upgrading and Partnerships.

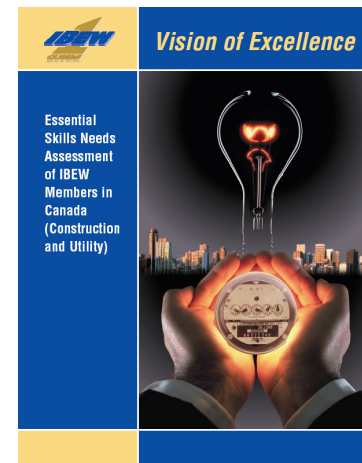
Many of the resources developed by NETCO action recommendations outlined in this report such as:

- *Test Taking Strategies for Red Seal Electrical Exams*. A 90 minute curriculum that includes an Instructor’s Guide, PowerPoint presentation slides, notes and handouts.

It responds to a finding that some apprentices and journeymen lack the reading skills needed to demonstrate their knowledge of the trade on multiple-choice tests used for Red Seal exams.

- *Numeracy Power*. An on-line assessment of foundation math skills to be released in 2010 following pilot testing by four JAC partners across Canada.

It responds to a finding that rusty or weak numeracy skill is a root cause of apprenticeship failure or drop out. The industry stakeholders consulted suggested that the electrical industry would benefit from using a common assessment tool given the national focus of the Red Seal Program.



This pivotal research report is available as a free download (English and French) at www.ceca.org/netco. It outlines NETCO’s *National Essential Skills Strategy*.

2. A Best Practices Framework

2.6 Best Practices Related to Essential Skills “continued”

Essential Skills Profiles for Red Seal Electrical Trades

In 2002, HRSDC began developing Essential Skills Profiles for Red Seal trades when updating a trade’s National Occupational Analysis (NOA). This was endorsed by the Canadian Council of Directors of Apprenticeship (CCDA), which manages the Red Seal Program.

By 2007, Essential Skills Profiles had been created for 42 Red Seal trades. An Essential Skills Profile was developed for each of the three Red Seal electrical trades: Construction Electrician; Industrial Electrician and Powerline Technician.

They are posted on the Red Seal Program’s Web site (www.red-seal.ca) which positions them as complementary to an NOA but does not provide any interpretive information. They are also posted on HRSDC’s Essential Skills Web site (www.hrsdc.gc.ca/essentialskills) –this site provides a range of background information and resources.

NETCO consultations with electrical training professionals suggest that many would benefit from a better understanding of the Essential Skills Profiles for Red Seal electrical trades. Significantly, there is also a need to build awareness about the relevance of Essential Skills to training. As such, NETCO featured Essential Skills prominently in its 2007 National Training Symposium. NETCO also integrates Essential awareness-building into all of its activities.

HRSDC began developing Essential Skills Profiles for Red Seal trades when updating a trade’s National Occupational Analysis.

An Essential Skills Profile was developed for each of the three Red Seal electrical trades.

NETCO’s industry consultations suggest that many electrical training professionals need to know more about the relevance of Essential Skills to training.



2.6 Best Practices Related to Essential Skills “continued”

NETCO’s National Essential Skills Standards for Entry into Red Seal Electrical Apprenticeship

What Essential Skills most significantly predict success in electrical apprenticeship? What minimum levels of proficiency support effective learning in classroom electrical apprenticeship training? The answers to these questions have important implications for the development of industry-specific assessment and upgrading resources that embody best practices.

In 2007, NETCO embarked on research to provide the electrical industry with answers to these questions with reference to HRSDC’s Essential Skills Profiles for the three Red Seal electrical trades. This served as a lead-in to establishing *National Essential Skills Standards for Entry in Red Seal Electrical Apprenticeship*.

What Essential Skills most significantly predict success in electrical apprenticeship? NETCO concluded that the Essential Skills of Reading Text, Numeracy and Problem Solving are the most significant predictors of success in electrical apprenticeship. They enable apprentices to acquire technical skills. They also assist in developing other Essential Skills, such as Document Use, during their classroom and on-the-job training.

Poor or weak levels of proficiency in Reading Text, Numeracy and Problem Solving put apprentices at risk of failure or drop out. Given their significance, consideration should be given to assessing individual proficiency in these three skills.

What minimum levels of proficiency support effective learning in classroom electrical apprenticeship training? In answering this question it is helpful to first understand some key concepts about HRSDC’s Essential Skills methodology:

- The methodology does not use educational achievement (e.g., secondary school diploma) to benchmark the complexity of occupational Essential Skills requirements.

NETCO concluded that the Essential Skills of Reading Text, Numeracy and Problem Solving are the most significant predictors of success in electrical apprenticeship.

It is appropriate to measure Reading Text and Numeracy proficiencies using a paper-and-pencil assessment tool. Identifying proficiency in Problem Solving may be done by integrating related questions into interviews with apprentice applicants.

2. A Best Practices Framework

- The methodology for developing Essential Skills Profiles features a unique complexity scale developed for each Essential Skill. All of the complexity scales use either a five-point or four-point scale with 1 indicating least complex and 4 or 5 most complex. The methodology specifies factors to be considered in assessing the complexity of an occupational requirement for an Essential Skill.
- Essential Skills Profiles for Red Seal trades note the levels of complexity required to perform the full range of tasks outlined in a trade’s National Occupational Analysis. In other words, they benchmark the complexity levels required by a journeyman as opposed to an apprentice.
- HRSDC’s Essential Skills Profiles for Red Seal trades do not identify the levels of complexity associated with entry into apprenticeship (the minimum threshold levels of proficiency needed to support learning in apprenticeship leading to a Red Seal endorsement). The expectation is that industry will break this out.

NETCO stands as the first national trade organization to take on the challenge of establishing *National Essential Skills Standards for Entry into Red Seal Electrical Apprenticeship*. It drew on the expertise acquired over the years in conducting a multi-phase Essential Skills initiative that started with the needs assessment research in 2002.

After extensive industry consultations, NETCO established the following *National Essential Skills Standards for Entry into Red Seal Electrical Apprenticeship*:

- Reading Text, Level 2 (mid to high);
- Numeracy, Level 3 proficiency spanning 13 foundation math skills or knowledge areas (e.g., whole numbers, trigonometry)
- Problem Solving, Level 2

NETCO stands as the first national trade organization to take on the challenge of establishing *National Essential Skills Standards for Entry into Red Seal Electrical Apprenticeship*.

It drew on the expertise acquired over the years in conducting a multi-phase Essential Skills initiative that started with the needs assessment research in 2002.



2. A Best Practices Framework

2.6 Best Practices Related to Essential Skills “continued”

Essential Skills Assessment

NETCO’s *National Essential Skills Standards for Entry into Red Seal Electrical Apprenticeship* have implications for assessment. In the electrical industry, assessment should be targeted to the Essential Skills that are the most significant predictors of success in apprenticeship: Reading Text, Numeracy and Problem Solving.

During NETCO’s industry consultations, many stakeholders indicated that the electrical industry would benefit from using a common entrance/aptitude test across Canada. Only some JACs use some form of an entrance/aptitude test. A wide range of different assessment tools are being used to the satisfaction of each JAC among those that have an assessment in place.

In the context of the electrical industry, it is appropriate to measure Reading Text and Numeracy proficiencies using a paper-and-pencil or on-line assessment tool. Identifying proficiency in Problem Solving may be done by integrating related questions into interviews with apprentice applicants.

In the electrical industry, assessment should be targeted to the Essential Skills that are the most significant predictors of success in apprenticeship:

- **Reading Text,**
- **Numeracy, and**
- **Problem Solving.**

Numeracy Power Partners



Funded by the Office of
Literacy and Essential Skills,
Government of Canada

In 2008, the Construction Sector Council (CSC) invited NETCO to partner on a project that allowed for the development of an on-line assessment called *Numeracy Power*. The project builds on NETCO’s Essential Skills expertise and is an important next step in the ongoing implementation of NETCO’s National Essential Skills Strategy.

The purpose of the NETCO-endorsed numeracy assessment is to identify individual strengths and weaknesses in foundation numeracy skills linked to success in pursuing electrical trades training leading to a Red Seal endorsement. It is intended for use as a diagnostic tool to stimulate numeracy skills upgrading among apprentices and certified journeypersons. It is not designed for use in selecting/hiring apprentices.

2. A Best Practices Framework

2.6 Best Practices Related to Essential Skills “continued”

Numeracy Power links Assessment and Upgrading as a best practice. In March 2008, a Working Committee met to guide the research and development. The draft assessment was migrated to an on-line testing platform in June 2009 and is being piloted tested by five electrical industry training partners. The pilot projects conclude in December 2009. In 2010, *Numeracy Power* will be available through NETCO-endorsed test administrators, including interested JACs. They will be required to participate in an orientation and best practices workshop.

NETCO extends its appreciation to the following organizations selected to lead pilot tests and their designated representative to the Working Committee.

- **Julie Boland**, Joint Apprenticeship & Training Committee, IBEW 625 & Electrical Contractors
- **Ray Matthews**, Electrical Industry Training Centre of Alberta
- **Bill McKnight**, Joint Apprenticeship Council, IBEW 353 & Greater Toronto Area Electrical Contractors Association
- **Les Taffinder**, Joint Apprenticeship & Training Committee, Essex Kent
- **Joe Tomona**, Humber School of Applied Technology



The CSC-NETCO Numeracy Working Committee at its first meeting in March 2008.

Front left to right: NETCO Consultant, Carol MacLeod; IBEW International Representative, Bill Daniels; NETCO Treasurer, Eryl Roberts; NETCO President, Phil Flemming; Construction Sector Council Senior Director of Planning and Development, Rosemary Sparks; JATC-IBEW, Local 625 & Electrical Contractors Training Coordinator/Administrator, Julie Boland; G.W. Lehman & Associates, Gary Lehman; Humber School of Applied Technology Associate Dean, Joe Tomona.

Back left to right: JATC-Essex Kent Advisor-Teacher, Les Taffinder; Canadian Council of Directors of Apprenticeship Industrial Relations Consultant, Doug Muir; JAC-IBEW, Local 353-Greater Toronto ECA Math Instructor, Jeff McManus; JAC-IBEW, Local 353-Greater Toronto ECA Assistant Director, Erik Hueglin; Construction Sector Council Project Manager, Borys Gengalo.

Not shown: JAC-IBEW, Local 353-Greater Toronto ECA Director of Apprenticeship, Bill McKnight.

2. A Best Practices Framework

2.6 Best Practices Related to Essential Skills “continued”

NETCO suggests that the best approach to identifying individual proficiency in Problem Solving is to embed related questions into interviews with apprentice candidates using behaviour-based interview techniques (e.g., Tell me about a time when you entered a tough problem and what you did to solve it?)

Integrating questions that probe Problem Solving skills into interviews with apprentice candidates is appropriate because all JACs in the electrical industry conduct interviews. It is a cost-effective way of gaining more value from existing practices that may be slightly modified with ease.

In the future, NETCO may consider developing an industry-specific assessment to measure Reading Text skill. JACs interested in exploring their options may wish to consider using the Test of Workplace Essential Skills (TOWES) www.towes.ca.

Best practices related to Essential Skills follow:

Awareness Building & Professional Development

- ES-1 Review the Essential Skills Profiles for the trades linked to your scope of training. (Download from www.red-seal.ca or www.hrsdc.gc.ca/essentialskills.)
- ES-2 Build introductory-level knowledge of how to interpret Essential Skills Profiles by reviewing HRSDC’s Essential Skills Web site at www.hrsdc.gc.ca/essentialskills.
- ES-3 Recognize how an Essential Skills Profile for a Red Seal trade is linked to the National Occupational Analysis for that trade.
- ES-4 Consider having a JAC staff member pursue professional development in the field of Essential Skills to develop in-house expertise and to facilitate the development of an Essential Skills strategy.

Plain Language

- ES-5 Conduct a plain language review of training and promotional materials intended for use by apprentices and journeypersons.

The best way to identify individual proficiency in Problem Solving is to embed related questions into interviews with apprentice candidates using behaviour-based interview techniques.

2.6 Best Practices Related to Essential Skills “continued”

Assessment

- ES-6 Consider becoming a NETCO *Numeracy Power* test administrator to identify strengths and weaknesses in foundation numeracy skills and to stimulate related skills upgrading.
- ES-7 Integrate questions on Problem Solving into interviews with apprentice applicants.
- ES-8 Consider development an assessment strategy to compare proficiency in Reading Text against NETCO’s *National Essential Skills Standards for Entry into Red Seal Electrical Apprenticeship*.
- ES-9 Provide test takers with test results and corresponding information on training gaps and how they may be addressed.
- ES-10 Respect the confidentiality of test results and develop in-house protocols related to issues such as access to test results and security of electronic archiving.
- ES-11 Encourage apprentice applicants who do not meet NETCO’s *National Essential Skills Standards for Entry into Red Seal Electrical Apprenticeship* to upgrade their skills.
- ES-12 Verify that any entrance/aptitude test currently being used to measure Essential Skills proficiency is legally defensible.
- ES-13 Inform test takers in advance about why assessment information is being collected and how this information will be used.
- ES-14 Ensure that access to assessment results is articulated in a written policy that complies with applicable laws and with basic principles of fairness and human rights.

Integrate

- ES-15 Integrate Essential Skills training into pre-apprenticeship training, apprenticeship training and supplementary training for apprentices. (For example, directly or indirectly facilitate trade math training and occupationally-specific English or French language training.)
- ES-16 Identify the Essential Skills learning needs of journeypersons and develop a strategy to address them.
- ES-17 Utilize NETCO’s curriculum on test taking strategies to build the reading and test taking skills needed for the Red Seal examination multiple-choice test format.

Guide to Best Practices for Joint Apprenticeship Committees in the Electrical Industry

Appendix A: Self-directed Best Practices Audit Tool

Steps in the Self-directed Best Practices Audit

This Guide may serve as a starting point for facilitating a *Best Practices Audit*. Each of the best practices endorsed by NETCO is framed as a question with a corresponding rating scale. You are invited to consider taking the following steps to self-direct a *Best Practices Audit*:

- ✓ **Step 1.** Forward a copy of this Guide to each JAC member and build consensus for launching a self-directed *Best Practices Audit*.
- ✓ **Step 2.** Table the *Best Practices Audit* on the agenda of an upcoming meeting. Select a facilitator to lead the discussion.
- ✓ **Step 3.** Invite each JAC member to individually complete the *Best Practices Audit Tool* and bring his/her analysis to a meeting designated for discussion.
- ✓ **Step 4.** Facilitate a discussion about individual ratings noted on the *Best Practices Audit Tool*. Target potential areas for continuous improvement. Prioritize the list of potential areas for continuous improvement. Develop an action plan.
- ✓ **Step 5:** Implement the action plan.

Best Practices Related to JAC Governance & Management

JAC Governance

G-1 To what extent have we adopted the JAC model to facilitate apprenticeship and training activities in the electrical construction industry?

No extent at all Very little extent Some extent Great extent Very great extent

G-2 To what extent have we considered changing the name of our JAC to Joint Apprenticeship & Training Committee (JATC), if applicable?

No extent at all Very little extent Some extent Great extent Very great extent

Guide to Best Practices for Joint Apprenticeship Committees in the Electrical Industry

Best Practices Related to JAC Governance & Management “continued”

G-3 To what extent have we established a set of operating rules and conditions to guide the activities of the JAC?

No extent at all Very little extent Some extent Great extent Very great extent

G-4 To what extent have we ensured that there is balanced representation from the IBEW Local Union and Electrical Contractors Association?

No extent at all Very little extent Some extent Great extent Very great extent

G-5 To what extent have we established a JAC meeting schedule that allows sufficient frequency and time?

No extent at all Very little extent Some extent Great extent Very great extent

G-6 To what extent have we facilitated an annual discussion of how our JAC’s governance model may be fine-tuned?

No extent at all Very little extent Some extent Great extent Very great extent

G-7 To what extent have we initiated strategic planning for the future?

No extent at all Very little extent Some extent Great extent Very great extent

G-8 To what extent have we registered our JAC as required by any negotiated agreements (e.g., Principal Agreement in Ontario) if applicable?

No extent at all Very little extent Some extent Great extent Very great extent

G-9 To what extent have we gained recognition as the indenturing party from the provincial or territorial authority and through that acquired access to seat purchase/funding for training delivery?

No extent at all Very little extent Some extent Great extent Very great extent

Guide to Best Practices for Joint Apprenticeship Committees in the Electrical Industry

Best Practices Related to JAC Governance & Management “continued”

JAC Management

M-1 To what extent have we maximized tax exemptions (e.g., sales, property, value-added taxes, GST reimbursement, issuing tax receipts for equipment donations)?

No extent at all Very little extent Some extent Great extent Very great extent

M-2 To what extent have we maximized access to federal and provincial/territorial funding?

No extent at all Very little extent Some extent Great extent Very great extent

M-3 To what extent have we facilitated professional development opportunities for training directors, trades trainers and other staff?

No extent at all Very little extent Some extent Great extent Very great extent

M-4 To what extent have we ensured that safety interests remain a priority and related initiatives are effective?

No extent at all Very little extent Some extent Great extent Very great extent

M-5 To what extent have we explored new approaches to training delivery such as computer-facilitated learning and video conferencing?

No extent at all Very little extent Some extent Great extent Very great extent

M-6 To what extent have we anticipated and planned to acquire new equipment and technology?

No extent at all Very little extent Some extent Great extent Very great extent

Guide to Best Practices for Joint Apprenticeship Committees in the Electrical Industry

Best Practices Related to JAC Governance & Management “continued”

M-7 To what extent have we worked in partnership with community colleges (e.g., funding by donations, scholarships, curriculum advice, participating on local and provincial advisory committees)?

No extent at all Very little extent Some extent Great extent Very great extent

M-8 To what extent have we supported Skills Canada opportunities linked to electrical apprenticeship?

No extent at all Very little extent Some extent Great extent Very great extent

Best Practices Related to Apprenticeship Administration

Apprenticeship Completion

AA-1 To what extent have we tracked JAC-specific data on pass-fail rates for apprentices writing Interprovincial Red Seal examinations?

No extent at all Very little extent Some extent Great extent Very great extent

AA-2 To what extent have we provided a range of training policies and supports to promote success in apprenticeship and higher completion rates (e.g., supplemental training, Essential Skills upgrading, tutoring)?

No extent at all Very little extent Some extent Great extent Very great extent

AA-3 To what extent have we kept apprenticeship in the forefront by rewarding the completion of an apprentice through recognition (e.g., public acknowledgement in newsletters, banquets, skills competition)?

No extent at all Very little extent Some extent Great extent Very great extent

Guide to Best Practices for Joint Apprenticeship Committees in the Electrical Industry

Best Practices Related to Apprenticeship Administration

AA-4 To what extent have we promoted efficiency in apprenticeship administration (e.g., discipline, writing examinations in a timely manner)?

No extent at all Very little extent Some extent Great extent Very great extent

AA-5 To what extent have we promoted the availability of public policy supports for the trades such as the Federal Government’s Apprenticeship Incentive Grant, Apprenticeship Job Creation Tax Credit and Tradespersons Tools Deduction?

No extent at all Very little extent Some extent Great extent Very great extent

AA-6 To what extent have we developed plans to address the remedial skills needs of apprentices brought in through organizing?

No extent at all Very little extent Some extent Great extent Very great extent

AA-7 To what extent have we assisted in obtaining collective agreement provisions that support training (e.g., leave of absence for training)?

No extent at all Very little extent Some extent Great extent Very great extent

Foreign Credential Recognition

AA-8 To what extent have we contributed to the development of Foreign Credential Recognition tools and resources?

No extent at all Very little extent Some extent Great extent Very great extent

AA-9 To what extent have we developed a plan for Prior Learning Assessment as a bridging mechanism to employment for those coming from other countries?

No extent at all Very little extent Some extent Great extent Very great extent

Guide to Best Practices for Joint Apprenticeship Committees in the Electrical Industry

Best Practices Related to Apprenticeship Administration “continued”

Advertising & Promotion

AA-10 To what extent have we ensured that information about National Occupational Standards for the trade, working conditions, etc. is available to assist apprentice candidates in understanding whether they are a good fit for a career in the electrical industry?

No extent at all Very little extent Some extent Great extent Very great extent

AA-11 To what extent have we displayed NETCO’s laminated National Occupational Standards posters where they will be visible to apprentices and those considering a career in the electrical trades?

No extent at all Very little extent Some extent Great extent Very great extent

AA-12 To what extent have we ensured that protocols for selecting apprentice candidates are transparent in the information provided to those considering a career in the electrical industry?

No extent at all Very little extent Some extent Great extent Very great extent

AA-13 To what extent have we developed and maintained a Web presence to increase access to information about our JAC and its training programs?

No extent at all Very little extent Some extent Great extent Very great extent

AA-14 To what extent have we promoted a culture of lifelong learning that encourages apprentices to pursue ongoing skills training after achieving journey person qualifications?

No extent at all Very little extent Some extent Great extent Very great extent

Guide to Best Practices for Joint Apprenticeship Committees in the Electrical Industry

Best Practices Related to Apprenticeship Administration “continued”

Mobility

AA-15 To what extent have we facilitated mobility for apprentices to assist them in obtaining the hours of work needed to successfully complete apprenticeship?

No extent at all Very little extent Some extent Great extent Very great extent

AA-16 To what extent have we promoted common sequencing of apprenticeship training across jurisdictions and common core curriculum to remove some of the barriers to mobility faced by apprentices?

No extent at all Very little extent Some extent Great extent Very great extent

AA-17 To what extent have we facilitated opportunities for apprentices to acquire a mix of practical experience that exposes them to all aspects of their trade?

No extent at all Very little extent Some extent Great extent Very great extent

AA-18 To what extent have we promoted dual certification where appropriate as there are more work opportunities available to journeypersons with certification in more than one trade (electrical or other construction trade)?

No extent at all Very little extent Some extent Great extent Very great extent

Equity

AA-19 To what extent have we developed strategies to attract, train and retain people who have been traditionally under-represented in the electrical construction industry such as Aboriginals, women and immigrants?

No extent at all Very little extent Some extent Great extent Very great extent

Guide to Best Practices for Joint Apprenticeship Committees in the Electrical Industry

Best Practices Related to Apprenticeship Administration “continued”

AA-20 To what extent have we developed an outreach strategy for youth at risk?

No extent at all Very little extent Some extent Great extent Very great extent

AA-21 To what extent have we integrated diversity awareness into promotional and skills training initiatives to promote a culture of inclusion?

No extent at all Very little extent Some extent Great extent Very great extent

Best Practices Related to Protocols for Selecting Apprentices

Selection Protocol

SA-1 To what extent have we articulated protocols for selecting apprentices that are transparent to applicants?

No extent at all Very little extent Some extent Great extent Very great extent

SA-2 To what extent have we reviewed the criteria for making final decisions on selecting apprentices and the weights assigned to each criterion (e.g., education, interview, entrance/aptitude test, work experience)?

No extent at all Very little extent Some extent Great extent Very great extent

SA-3 To what extent have we ensured that nepotism is not a factor in screening apprentice applicants?

No extent at all Very little extent Some extent Great extent Very great extent

Guide to Best Practices for Joint Apprenticeship Committees in the Electrical Industry

Best Practices Related to Protocols for Selecting Apprentices “continued”

Interviewing Apprentice Candidates

SA-4 To what extent have we used behaviour-based interviewing techniques when interviewing apprentice candidates?

No extent at all Very little extent Some extent Great extent Very great extent

SA-5 To what extent have we provided training to those conducting interviews with apprentice applicants?

No extent at all Very little extent Some extent Great extent Very great extent

SA-6 To what extent have we verified that the interview questions and information requested on application forms comply with human rights legislation?

No extent at all Very little extent Some extent Great extent Very great extent

Entrance/Aptitude Testing

SA-7 To what extent have we verified that any entrance/aptitude tests utilized are legally defensible?

No extent at all Very little extent Some extent Great extent Very great extent

SA-8 To what extent have we provided applicants with their entrance/aptitude test results along with a brief summary of identified learning needs and tips on pursuing related skill building?

No extent at all Very little extent Some extent Great extent Very great extent

Guide to Best Practices for Joint Apprenticeship Committees in the Electrical Industry

Best Practices Related to Journeyperson Skills Training

J-1 To what extent have we developed a promotional campaign to foster a culture of lifelong learning among journeypersons?

No extent at all Very little extent Some extent Great extent Very great extent

J-2 To what extent have we developed an incentive/award program to recognize journeypersons who pursue continuous learning?

No extent at all Very little extent Some extent Great extent Very great extent

J-3 To what extent have we encouraged journeypersons to acquire additional endorsements or specialties (e.g., Fire Alarm certification) as this is linked to personal employability and the capacity of contractors to develop new markets?

No extent at all Very little extent Some extent Great extent Very great extent

J-4 To what extent have we evaluated the scope and capacity of our ongoing journeyperson skills training plans?

No extent at all Very little extent Some extent Great extent Very great extent

J-5 To what extent have we provided Red Seal preparatory training to journeypersons with a provincial Certificate of Qualification only, as opposed to a Red Seal endorsement?

No extent at all Very little extent Some extent Great extent Very great extent

J-6 To what extent have we identified and addressed barriers to participation in journeyperson skills training?

No extent at all Very little extent Some extent Great extent Very great extent

Guide to Best Practices for Joint Apprenticeship Committees in the Electrical Industry

Best Practices Related to Mentoring

M-1 To what extent have we provided journeypersons interested in serving as a Mentor with opportunities to acquire the skills needed to facilitate learning among apprentices?

No extent at all Very little extent Some extent Great extent Very great extent

M-2 To what extent have we encouraged community colleges delivering electrical apprenticeship training to build Mentoring skills among apprentices?

No extent at all Very little extent Some extent Great extent Very great extent

M-3 To what extent have we explored the ways in which our JAC may build Mentoring skills among apprentices?

No extent at all Very little extent Some extent Great extent Very great extent

Best Practices Related to Essential Skills

Awareness Building & Professional Development

ES-1 To what extent have we reviewed the Essential Skills Profiles for the trades linked to our scope of training? (Download from www.red-seal.ca or www.hrsdc.gc.ca/essentialskills.)

No extent at all Very little extent Some extent Great extent Very great extent

ES-2 To what extent have we built introductory-level knowledge of how to interpret Essential Skills Profiles by reviewing HRSDC’s Essential Skills Web site at www.hrsdc.gc.ca/essentialskills?

No extent at all Very little extent Some extent Great extent Very great extent

Guide to Best Practices for Joint Apprenticeship Committees in the Electrical Industry

Best Practices Related to Essential Skills “continued”

ES-3 To what extent have we recognized how an Essential Skills Profile for a Red Seal trade is linked to the National Occupational Analysis for that trade?

No extent at all Very little extent Some extent Great extent Very great extent

ES-4 To what extent have we considered having a JAC staff member pursue professional development in the field of Essential Skills to develop in-house expertise and to facilitate the development of an Essential Skills strategy?

No extent at all Very little extent Some extent Great extent Very great extent

Plain Language

ES-5 To what extent have we conducted a plain language review of training and promotional materials intended for use by apprentices and journeypersons?

No extent at all Very little extent Some extent Great extent Very great extent

Assessment

ES-6 To what extent have we considered becoming a NETCO *Numeracy Power* test administrator to identify strengths and weaknesses in foundation numeracy skills and to stimulate related skills upgrading.

No extent at all Very little extent Some extent Great extent Very great extent

ES-7 To what extent have we integrated questions on Problem Solving into interviews with apprentice applicants?

No extent at all Very little extent Some extent Great extent Very great extent

Guide to Best Practices for Joint Apprenticeship Committees in the Electrical Industry

Best Practices Related to Essential Skills “continued”

- | | | | | | | |
|-------|---|------------------|--------------------|-------------|--------------|-------------------|
| ES-8 | To what extent have we considered developing an assessment strategy to compare individual proficiency in Reading Text against NETCO’s <i>National Essential Skills Standards for Entry into Red Seal Apprenticeship</i> ? | | | | | |
| | | No extent at all | Very little extent | Some extent | Great extent | Very great extent |
| | | | | | | |
| ES-9 | To what extent do we provide test takers with test results and corresponding information on training gaps and how they may be addressed? | | | | | |
| | | No extent at all | Very little extent | Some extent | Great extent | Very great extent |
| | | | | | | |
| ES-10 | To what extent do we respect confidentiality of test results and developed in-house develop in-house protocols related to issues such as access to test results and security of electronic archiving? | | | | | |
| | | No extent at all | Very little extent | Some extent | Great extent | Very great extent |
| | | | | | | |
| ES-11 | To what extent have we encouraged apprentice applicants who do not meet NETCO’s <i>National Essential Skills Standards for Entry into Red Seal Electrical Apprenticeship</i> to upgrade their skills? | | | | | |
| | | No extent at all | Very little extent | Some extent | Great extent | Very great extent |
| | | | | | | |
| ES-12 | To what extent do we verify that any entrance/aptitude test currently being used to measure Essential Skills proficiency is legally defensible? | | | | | |
| | | No extent at all | Very little extent | Some extent | Great extent | Very great extent |
| | | | | | | |
| ES-13 | To what extent do we inform test takers in advance about why assessment information is being collected and how this information will be used? | | | | | |
| | | No extent at all | Very little extent | Some extent | Great extent | Very great extent |

Guide to Best Practices for Joint Apprenticeship Committees in the Electrical Industry

Best Practices Related to Essential Skills “continued”

ES 14 To what extent do we ensure that access to assessment results is articulated in a written policy that complies with applicable laws and with basic principles of fairness and human rights.

No extent at all Very little extent Some extent Great extent Very great extent

Integration

ES-15 To what extent have we integrated Essential Skills training into pre-apprenticeship training, apprenticeship training and supplementary training for apprentices. (For example, directly or indirectly facilitate trade math training and occupationally-specific English or French language training.)

No extent at all Very little extent Some extent Great extent Very great extent

ES-16 To what extent have we identified the Essential Skills learning needs of journeypersons and developed a strategy to address them?

No extent at all Very little extent Some extent Great extent Very great extent

ES-17 To what extent have we utilized NETCO’s curriculum on test taking strategies to build the reading and test taking skills needed for the Red Seal examination multiple-choice test format?

No extent at all Very little extent Some extent Great extent Very great extent