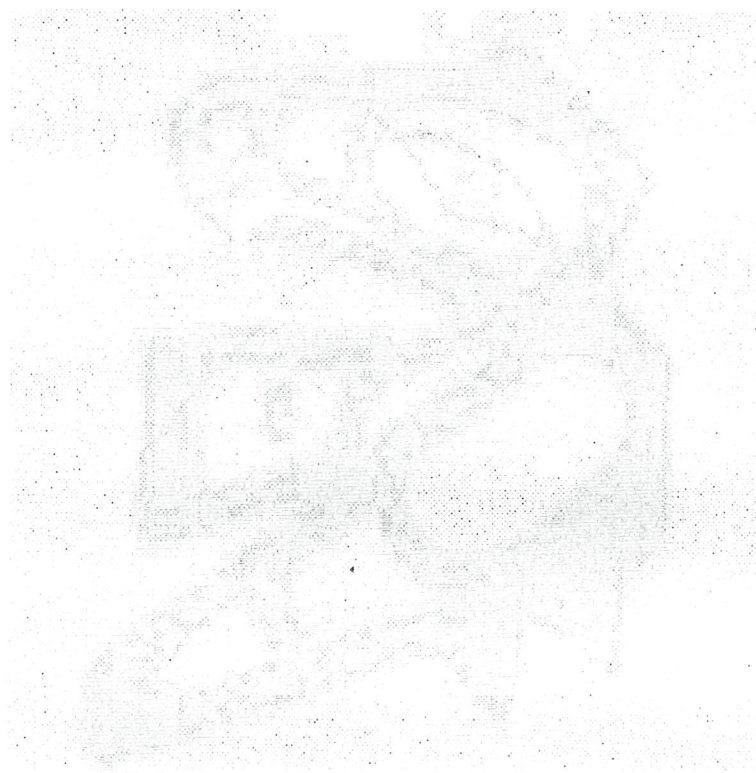


**NORTHWEST COMMUNITY COLLEGE TRADES SURVEY**



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## **BACKGROUND**

The Northwest Community College (NWCC) region is divided into four unique sub-regions with disparate needs: Prince Rupert, Kitimat, Smithers and Terrace. The college region is comprised of several diverse communities spread over a large geographic area. It is approximately 80,000 square kilometers and serves a total population of 80,000 people of which 30% are First Nations people represented by 24 bands. The economic base consists primarily of a few large resource sector companies. There also exists a significant service sector component made up of many smaller companies.

In order to better serve this region, the college in consultation with Human Resource Development Canada (HRDC) decided to conduct a survey spanning the entire college region. HRDC representative Mike Panchuk identified and committed funding for the project.

The goal of the NWCC trades survey is to provide the necessary information that will assist in developing a strategic plan to identify ways and means for the college to better serve the region through its vocational trades and technical program areas.

In order to achieve this goal a steering committee comprised of community members was assembled and a plan for action was developed. The steering committee members were Mike Panchuk, HRDC, Joe Whitney, Community Futures, Chris Jennings, MOEST, Malcolm Smith, ITAC Apprenticeship Counselor, Jim Bathgate, NWCC, Larisa Tarwick, NWCC, Peter Colebrook, NWCC, and Tony Reddy, NWCC.

As a result of steering committee discussions, the decision was made to interview a group of pre-selected individuals throughout the college region. The purpose of these interviews was to identify future program needs, convenient delivery methods, means to maximize access, and the needs of special populations.

## **A CHANGING ENVIRONMENT**

### ***Economic Factors***

A macro look at British Columbia's current economy will show the base to be comprised of two major sectors the goods sector and the service sector.

The goods sector is comprised mainly of construction, forestry, agriculture, fishing, mining, and utilities. This sector represents about twenty-five per cent (25%) of the jobs in BC.

The service sector is comprised mainly of wholesale and retail, health and social services, accommodation and food services, education, transportation, finance, insurance and real estate, public administration, and information technology. This sector represents about seventy-five per cent (75%) of the jobs in BC, an increase from sixty-six per cent (66%) in 1981.

The information technology "sub-sector" has been the topic of much discussion and even referred to as the backbone of the "new economy". This sub-sector can be broken down into five major industry groupings: computer software, computer hardware, telecommunications equipment, telecommunication services, and instrumentation. Although all groups have an impact on our daily lives the instrumentation group has a direct impact on the subject of this survey.

The instrumentation industry includes research, development and manufacturing of measuring, sensing, recording and controlling devices. It spans all phases of retail, industry, transportation and exploration. The end-products range from thermostats to technologically sophisticated measuring apparatus in product areas such as geological instrumentation, environmental monitoring and control systems, security alarm systems, remote sensing, and laser equipment.

This sub-sector is characterized by certain recurring themes that present a challenge to business, industry and education. The common themes are rapid growth, rapid technological change, short product (or service) life, and the importance of technology and research and development to remain competitive.

At the turn of the century British Columbia was heavily dependent on resource based industries such as logging, fishing, mining, agriculture, and related industries such as lumber manufacturing and salmon canneries. The population was small (2% of Canada) and fifty per-cent (50%) were less than thirty years of age.

Today the economy no longer depends on resource based industries and goods production to the extent it once did. The population has increased to approximately thirteen per-cent (13%) of Canada and is continuing to age. Sixty per-cent (60%) of British Columbians are now over the age of thirty.

It is generally forecast that employment in the next decade will increase by about five per-cent (5%) in the goods sector and about thirty-five per-cent (35%) in the service sector.

Another significant change is in the area of self-employment. Today one in six workers (16%) are self-employed.

Ninety per-cent (90%) of businesses operating in BC employ fewer than twenty employees while one per-cent (1%) employ more than 200 employees and sixty per-cent (60%) employ four or fewer people.

### ***Introduction of the ITAC***

The Industry Training and Apprenticeship Commission (ITAC) is a policy-making board that makes decisions on industry training policies and programs, effects training funding allocations, coordinates industry training and apprenticeship, and assures quality control through industry-driven training and standards. This mandate is articulated in the *Industry training and Apprenticeship Act*.

The following are the operating principles and values as outlined in "*Strategic Plan 1998-2000: An Industry Training and Apprenticeship System for the 21<sup>st</sup> Century*":

- Relevance- the industry training and apprenticeship system must be relevant to the needs of industry.
- Accessibility- the industry training and apprenticeship system must be accessible for all and must be coordinated with the K-12 system.
- Closer to home and work- the system must offer closer to home and work site training with flexible delivery options.
- Responsiveness- the system must respond quickly and appropriately to changing needs of individuals and labor market and offer new and innovative delivery methods where appropriate.
- Accountability - the system must produce a highly skilled and employable workforce, be outcomes based and accountable to individuals, industry and government. Standards must be clearly defined and consistently applied province wide to all publicly funded training.
- Optimal utilization and efficiency - the system must be administratively efficient and make the best use of public dollars in partnership with private sources.

For now, these operating principles and values developed by the ITAC will be an important guide for the post secondary system in providing entry level trades training and apprenticeship technical training in BC. In the future, the ITAC will act as the sole funding agency and issuer of credentials, which will compel all colleges in the post secondary system to present programs that incorporate these principles.

## OBJECTIVE AND SCOPE OF THE PROJECT

### *Survey Objectives*

There are seven main objectives of the trades survey:

- To improve college administrators, instructors, HRDC representatives, and community members understanding of labor market needs and trends in specific vocations.
- To provide administrators, instructors, advisors, HRDC representatives, and the community detailed information regarding skilled trades.
- To provide information that will assist administrators and instructors to develop a strategic plan that will assist in course planning, program evaluation, curriculum design, capital requirements, and facility requirements.
- To provide information that will assist the college in conducting the regular program review process.
- To assist the college in preparation of an action plan for entry level trades training.
- To provide administration with strategic information to determine funding for vocational programs.
- To provide information that will assist the college in developing annual ITAC submissions.

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## ***Scope of Trades Survey Project***

### **Planning Phase**

- To conduct interviews with steering committee members and college personal to determine structure and content of survey form.
- To conduct interviews with steering committee members and college personal to prepare a list of labor business and industry participants.
- To develop a survey tool that will determine the current and projected skill requirements for employers in the NWCC region in trades programs.

### **Interview Phase**

To conduct interviews with labor, business, industry, and First Nation representatives to identify:

- Specific skills currently in demand.
- Upgrading or skill development required by existing employees.
- Skill shortage demands.
- Employment conditions (employee turnover, future requirements).
- Technological changes and the impact on training.

### **Reporting Phase**

To prepare a final report that will include:

- Survey results.
- Analysis of survey results.
- Specific recommendations for curriculum revisions.
- Recommendations for new (or different) programs.
- Instructional and professional development needs

### **Implementation Phase**

- The college will, in cooperation with the faculty and staff, develop a strategic plan for the development and updating of vocational programs at NWCC and include this with the College Strategic Planning Process.
- The college will use the information to assist in establishing community liaison.
- The college will use this information in conjunction with other college data such as enrollment data, completion rates, employment rates, etc.
- The college will use this information to assist with the five year rotating program review process.
- The college will use this information to assist in developing the annual ITAC program profile.

## SURVEY PROCESS

The Steering Committee established to advise the project coordinators met on several occasions to establish direction, validate the survey instrument, and identify business and industry contacts.

The survey instrument was developed from like surveys and input from the steering committee, college personnel and agency representatives (see Appendix A for Skills Survey).

In order to ensure participation of both large and small employers, participants were pre-selected based on the number of employees, type of business and location of business. It was decided to conduct personal interviews with employers to ensure a high rate of return, convey the importance of this initiative to the college administration and demonstrate the conviction of the President to improve community relations.

The steering committee also identified Industry Training and Apprenticeship councilors, secondary school councilors, and First Nations representatives as important participants in the process.

College administrators recognize the importance of this information to assist in determining the future direction of college programming and in developing a positive relationship with the community.

## SURVEY ANALYSIS

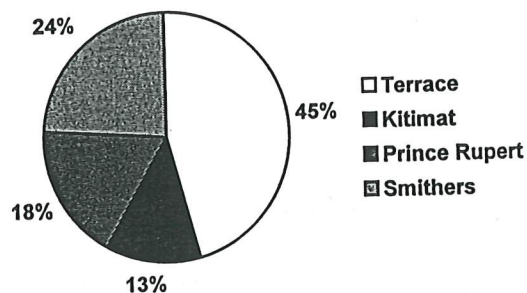
### *Northwest Community College Overall*

#### Participant Breakdown

A total number of 48 interviews were conducted (see Appendix B for a list of participants).

Percentage of interviews by region:

Region	# of Interviews
Terrace	21
Kitimat	6
Prince Rupert	8
Smithers	11
Aiyansh	2



## Question #1

*How many employees does your company employ? What is the number of trades/technical personnel employed by your company?*

Number of employees:

0 - 5	30%
6 - 10	25%
11 - 20	10%
More than 20	35%

These companies represented 1,420 trade's personnel in the following occupations with 72 indentured apprentices.

72 apprentices represent approximately 5% of the workforce as indentured apprentices as to 8-11% as the provincial average.

Trade	Number of Trades People	Number of Apprentices
Auto Mechanic	10	4
Electrical	99	8
Pipefitter	95	4
Machinist	66	3
Welding	69	4
Heavy Duty	83	5
Millwright	195	16
Commercial Trans	16	3
Partsperson	16	3
Carpentry	31	1
Plumbing	7	4
Saw Filer	34	4
Instrument Mechanic	50	5
Tire Repairman	11	
Outdoor power mech. (sm./marine engine)	6	1

Professional Drivers

189

### **\*\*Professional Drivers**

The companies interviewed required their professional drivers to hold certification in Industrial First Aid and whmis. Have an air brakes endorsement; a driving abstract with three years clear of infractions and the company requires a criminal record check.

Two large employers (Farwest and Excel Trucking) identified a growing need for qualified professional drivers. Both employers expressed a desire to work with NWCC to establish a relationship that would lead to development of an ongoing driver-training program that would meet the needs of the region.



**Question # 2**

*Has your company indentured apprentices?*

Yes	28	75%
No	9	25%

Two reasons for not indenturing was the lack of work and the availability of qualified tradesmen.

**Question # 3**

*Are there adequate training services available within this region in order to keep your workforce current?*

Yes	8	20%
No	31	75%
Don't know	2	5%

Most companies sent their employees to the lower mainland for training.

**Question # 4**

*What would the preferred time for your employees to access training programs?*

Full time day classes	12	25%
Part time evening classes	31	65%
Flexible start finish times	5	10%

Comments:

- My company believes f/t training in a block is most effective
- Full time day classes would be appropriate during the slow season Nov. to Feb.
- Would support weekend classes. (four comments)
- Access to night classes for apprentices.
- Combination of both (f/t day p/t night) with flexible start times to reflect work times.
- Depends on the course - most training is sponsored by the company, upgrading requirements would be evenings.
- During "down" time that may be anytime -fire season depressed markets or spring break-up. (three comments)
- Full time during January and February. (four comments)
- We need welding courses in the evening.

### Question # 5

*What would be the preferred location for training?*

At the work site	12	24%
At NWCC campus	35	69%
Other	4	7%

Comments:

- “Other” comments referred to partnering opportunities. The suggestions were to partner with industry to provide training at the campus i.e. computers and classroom and in industry for shops and tools.
- The second “other” comment was a suggestion to partner with other institutions to make available a variety of courses such as RMOT from Malaspina or Engineering Technology from SAIT.
- At a NWCC campus but close to home. (Portable programs)
- Many thought training away from the work site was more effective.
- Several companies have access to distance learning facilities.

### Question # 6

*How should industry training be funded?*

By the company	5	11%
By the government	15	32%
By the employee	0	0%
Shared by all	24	51%
Other	3	6%

Comments:

- Although most employers were willing to share the cost of training many felt the government should be responsible for Entry Level Training while the company should share in the cost of apprenticeship and upgrading.

### Question # 7

*Does your company provide a budget for employee training?*

Yes	18	45%
No	21	53%
Other	1	2%

Many larger companies provide a training budget and a significant number of companies that did not have a specific training budget did provide training based on need. All spokespeople supported training and all would train “on demand”.

**Question # 8**

*Does your company provide in house training for your employees?*

Yes	37	97%
No	1	3%

Many employers cited technology as the need for training. Many companies rely on supplier and/or vendor training to keep current. However some identified the need for WCB, first aid, whims, communications, negotiation skills, update of building codes, Hilty safety operation. There are a number of local industries with the capability to access and deliver technical training via distance delivery methods. (Interactive video and audio conferencing) As well as modularized self paced training formats.

**Question # 9**

*Would your company be willing to partner with NWCC to provide skill training?*

Yes	28	78%
No	6	17%
Don't know (depends)	2	5%

Although there was some skepticism with this concept a majority indicated enthusiastic support for partnering with NWCC. The specific possibilities of partnerships are many, however given response to the previous question, 97% of employers provide in house training, and that many companies have training equipment and capabilities it is an opportune time to establish training partnerships.

**Question # 10**

*Does your company plan to hire additional employees with trades or technical skills?*

Yes	19	50%
No	16	42%
Don't know	3	8%

Of those companies that indicated they might be hiring additional employees 12 indicated that "expansion of the company" as the reason and 6 cited "regular turnover".

Main Area of Employment	# of Employees
Heavy Duty Mechanics	4
Welders	3
Machinist	1
Commercial Transport Mechanics	2
Auto Technicians	3
Electricians	3
Partsperson	2

Of those companies that indicated they would not be hiring all cited the poor economy for the reason for not hiring at this time.

Ridley Terminals will hire an additional 8-10 employees to staff the new liquid sulfur shipping facility.

### **Question # 11**

*What level of trades/technical employees does your company seek when hiring new employees?*

\*\*Employers responded to this question with multiple choices in order to better reflect accurate percentages. 39 total responses were used to calculate percentages. The result is the percentage adds to more than 100%.

Untrained	3	7%
Certified	25	64%
Uncertified but skilled	12	30%
Graduates of college ELTT programs	8	20%
Other	13	33%

The majority (94%) employers indicated a desire to hire certified and uncertified but skilled people because they become productive employees in less time than non-skilled. Some commented that education “makes better” employees. However one employer said they hired ELTT grads as a last resort while others said they have not had applicants from ELTT grads and would consider hiring grads if certified journey person were not available. Some said they would prefer to hire graduates but could not because of union contracts or company policy.

### **Question # 12**

*Has your company hired graduates from NWCC trades programs?*

Yes	17	45%
No	21	55%

Comments:

- Fourteen of seventeen or 82% of those that hired NWCC graduates would do so again.
- Three of seventeen would not because the student lacked appropriate experience. Some employers indicated they would participate in coop programs to expose students to work experience.
- Fourteen of twenty-one or 66% of those that had not hired NWCC graduates said they had no applicants from graduates as the reason for not hiring.
- Four of twenty-one or 19% said graduates did not meet hiring criteria for their company.
- One of twenty-one or 5% said the union contract was an impediment to hiring a grad.
- Two or 10% did not know the reasons for not hiring.

**Question # 13**

*In your opinion was the graduate well prepared to enter your employment in the following areas?*

Fifteen of seventeen responded two did not remember skills of graduate at hire.

1. Trade skills: 15 were satisfied with the graduate's skills.
2. Work habits (punctual & reliable): 12 were satisfied with graduates 2 were "poor" and 1 "could improve".
3. Personal presentation: 14 reported satisfaction and one reported "not bad"!
4. Communication Skills: 12 reported satisfaction 2 didn't respond and 1 said it wasn't part of the graduates training.
5. Customer service: 9 reported satisfaction with grad. 4 did not respond. 1 said "sort of okay but had reservations" and 1 said no that the graduate was a problem for customers.
6. Computer skills: 14 indicated skills did not apply to employment. 1 said the graduate needed more skills in this area.
7. Business Skills: 11 said skills were not applicable to employment. 1 said skills were okay 1 said skills in this area were poor and 3 said graduates needed more skills in this area.

Comments:

- "Graduates are good employees"
- "Graduates need more people skills all staff must have customer relations skills."

**Question # 14**

*What programs or training courses could NWCC offer that would benefit your company?*

There was a broad response to this question I will list the entire range of responses here and I will focus requests in the regional summary.

<b>Program or Training Course</b>	<b>Number of Requests</b>
Heavy Duty mechanic ( ELTT and upgrade to IP & TQ)	5
Hydraulics (basic and upgrade for several trade groups)	5
Outdoor power mechanics (sm./marine engine repair)	3
Safety training for trades & production workers	4
Electronics/PLC's	3
Electrical and endorsements (High voltage power systems, Instrumentation, low voltage, fire detection, security alarm etc.)	
Welding and welding specialty (tig mig flux core upgrade)	
Fabrication	3
Basic machining	3
Millwrighting	1
Motor vehicle inspection (CVIP)	2
Plumbing (sprinkler certification)	2
Refrigeration/air conditioning	
Basic tire course(on a rotating schedule)	2
Professional driver training that would include Whmis, dangerous goods transportation, hazardous material handling	3
Equipment operator	3
Air brake endorsement	
Basis partsperson skills for trades	2
Human resources programs for trades.(comment: many trades people are doing contract work and to be successful are required to have business skills, knowledge of WCB, GST, how to apply for a tax number	2
Office skills for small business (coop and on the job training)	
Basic bookkeeping	
Basic computer skills	
Management skills for supervisors	
Manual drafting, CAD operators and steel detailing	
Glazier	
Partner with COFI to present their courses (i.e. lumber grading)	
Develop a series of short courses 4-6 hours in sales. I.e. working with retail, stock levels, show room presentation, time management.	
Building code and inspection	

### Question # 15

*What do you see as NWCC's responsibility in providing training for business and industry in these areas?*

1. Entry level training: 23 of 30 respondents 77% thought NWCC should focus primarily on entry level training.
2. Industry training: 7 of 30 respondents 23% thought NWCC should focus on industry training as well as ELTT. No-one suggested industry training be the sole focus.
3. Trades upgrading: 13 of 30 respondents 43% thought NWCC should focus on upgrading while 2 respondents thought that upgrading should be the main focus.

#### Comments:

- Trades upgrade should include computer upgrade, technical upgrade, and electronic diagnosis.
- ABE or secondary graduation is required.
- Regarding upgrading the college should invite industry to participate on advisory committees be pro-active in identifying skill training and broker programs from suppliers.

### Question # 16

*What do you see as NWCC's role in providing training in those areas?*

Response to this question indicated strong support for continuing and expanding entry level training at the college. There is also expressed support for "upgrading" and the need to develop programs that are relevant and will allow better access for people working in the trades.

### Question # 17

*Does your company require tradespeople to carry certification in more than one trade?*

No 30 79%  
Yes 8 21%

#### Comments:

- Yes, Plumbing and gas fitting.
- No, sort of some tradesmen have welding skills and we utilize those skills but it is not a condition of employment.
- No, but we prefer tradesmen with more than one ticket

**Question # 18**

*Does your company require tradespeople to acquire basic skills of other trades? (cross training or multi skilling)*

No	8	22%
Yes	28	78%

Trades identified as those requiring some multi skills:

- Electrical - instrumentation
- M/W - welding-fabrication
- Heavy Duty Mechanic - Welding
- Auto mechanic- Heavy Duty mechanic-Commercial transport mechanic
- Commercial transport mechanic gas fitting - CVIP
- Machining - hydraulics-welding
- Welding - pipefitting

**Question # 19**

*Would your employees participate in training programs delivered by alternate methods?*

Yes	29	77%
No	7	18%
Don't Know	2	5%

Comments:

- We have participated through the Skills Center for the engine technician program.
- Absolutely! The college could be brokering the programs from Snap-on tools Ford Motor Company and other institutions!
- Kenworth is now interactive. Detroit Diesel is doing a satellite program.
- Many suppliers have instructional videos that must be mastered prior to technician training.
- No, we are an old fashioned company.
- No, some people don't respond very well.



### Question # 20

*Are there technological changes taking place in the work place that is effecting the ability of your trades and technical workforce to continue to do their job in a satisfactory and efficient manor?*

Yes	24	67%
No	12	33%

#### Comments:

- Electronics and computerization of machines and equipment was the most frequently mentioned area that employers are concerned with. Especially in auto technician, Mechanical repair, machine operation, PLC's, heating and air conditioning.
- New materials and methods of manufacturing tires require updated repair techniques. College could facilitate update in repair and installation.
- Forest practice code
- Fiber optics

### Question # 21

*What new skills training or upgrading do you require?*

#### Verbatim Comments:

- Electricians TQ upgrading
- More work!
- Organizational skills
- Electronics and business skills
- Certification programs from gov't - Air conditioning, CVIP, WCB changes to code, WHMIS.
- Electronic installation, timer delays, card locks
- CAD- manual drafting
- Level 2 water and waste water distribution. College could facilitate this type of course.
- Basic welding for M/W's
- Computer optimization, program trouble shooting, bring the university Forestry program back to the community college, a cost control program should be foundation for all programs.
- Electronics training
- Electronics, computerization. Industry is moving toward replacement of parts rather than rebuild.

**Question # 22**

*What attributes in addition to technical expertise does your company look for when selecting prospective employees?*

	Essential		Very Important		Somewhat Important		Not Important	
Communicate verbally	10	26%	24	62%	5	12%		
Read and write effectively	13	33%	22	56%	4	10%		
Use problem solving skills	19	49%	18	46%	2	5%		
Use mathematical skills	8	21%	17	44%	12	31%	2	5%
Manage time effectively	14	36%	20	51%	3	8%	1	3%
Employ teamwork skills	20	51%	15	38%	2	5%		
Apply computer skills	2	5%	10	26%	17	44%	10	26%
Project positive attitude	22	56%	16	41%	1	3%		
Adaptability	23	59%	16	41 %				

Other attributes identified as important: reliability, honesty, versatility, ability to move to another region, and knowledge of first nations history, culture and issues.

**Question # 22b**

*Skills and knowledge from other program areas.*

	Essential		Very Important		Somewhat Important		Not Important	
Apply business admin techniques	2	5%	4	10%	24	62%	8	22 %
Apply computer applications	3	8%	11	28%	16	53%	9	23%
Use supervisory manage techniques	3	8%	12	31%	19	49%	5	13%
Apply communication skills	10	26%	26	67%	3	8%		
Effective customer relation skills	16	53%	14	36%	7	18	2	5%
Manage personal affairs	16	53%	20	51%	3	8%		

Other: Entrepreneurial Skills

**Question # 23**

*What training programs are required to fulfill your current and future human resource requirements?*

**Construction**

Programs	Rank	Pre-employment Entry Level		Apprentice Training		Technical Upgrade Training	
Carpentry	7	5	13%	6	15%	3	8%
Bench work joinery	9	2	5%	2	5%		
CAD	6	6	15%	1	3%	5	13%
Drafting (manual)	5	7	18%	1	3%	4	10%
Electrical	2	10	26%	6	15%	8	21%
Plumbing/pipefitting	1	11	28%	6	15%	6	15%
Gas fitting	3	7	18%	5	13%	5	13%
Sheet metal	4	7	18%	7	18%	5	13%
Roofing	12	2	5%	1	3%		
Floor laying	13	1	3%	1	3%		
Dry wall installer	14	1	3%	1	3%		
Ceiling installer (drop)	8	3	8%	1	3%		
Painting and decorating	10	2	5%	2	5%	2	5%
Construction laborer	11	2	5%	1	3%		

## Mechanical

Programs	Rank	Pre-employment Entry Level		Apprentice Training		Technical Upgrade Training	
Automotive technician	4	9	23%	9	23%	9	23%
Collision repair technician	8	2	5%	3	8%	1	3%
Commercial Transport mechanic	5	9	23%	6	15%	8	21 %
Diesel engine mechanic	3	10	26%	7	18%	13	33%
Heavy Duty mechanic	2	12	31%	9	23%	12	31%
Parts person	1	13	33%	8	21%	12	31%
Equipment operator	7	6	15%	6	15%	9	23%
Outdoor power mechanic	6	9	23%	5	13%	6	13%

Other: Tire repair, Auto glass installation, Fiberglass repair

## Industrial

Programs	Rank	Pre-employment Entry Level		Apprentice Training		Technical Upgrade Training	
Millwright	3	7	18%	7	18%	5	13%
Industrial electronics	11	3	8%	5	13%	6	15%
Welding	1	14	36%	13	33%	13	33%
Welding Fabrication	4	8	20%	9	23%	11	28%
Log Scaling	12	2	5%	1	3%	2	5%
Saw Filer							
Refrigeration	8	4	10%	3	8%	2	5%
Machinist	5	7	18%	9	23%	7	18%
Instrument mechanic	10	3	8%	3	8%	2	5%
Electrician	2	8	20%	9	23%	5	13%
Power engineer	8	3	8%	2	5%	5	13%
Driver training	7	5	13%	2	5%	9	23%
Air Brakes	6	6	15%	4	10	8	20%

**Service/Repair**

Programs	Pre-employment Entry Level		Apprentice Training		Technical Upgrade Training	
Appliance repair					1	3%
Hairdressing	0		0		0	
Computer repair	3	8%	2	5%	2	5%
Electronics technician	3	8%	2	5%	3	8%
Parts person/ counter person	7	18%	5	13%	5	13%
Upholstery	0		0		0	
Cook Training	0		0		0	
Commercial baking	0		0		0	
Food and beverage server	0		0		0	

## Regional Analysis

### Prince Rupert

#### Participant Breakdown

Participants in Prince Rupert represented 104 trades people including 8 apprentices in the following trades:

Trade	Number of Trades People	Number of Apprentices
Heavy Duty Mechanics	11	
Machinist	2	
Parts person	10	
Millwright	8	
Welder	7	
Fabrication	2	
Plumbing	3	3
Auto mechanics	3	2
Electrical	17	
Pipefitter	6	
Painter	1	
Machine operators	30	

#### Question #1

*How many employees does your company employ?*

Number of employees:

0-5	25%
6-10	38%
11-20	25%
More than 20	12%

#### Question # 2

*Has your company indentured apprentices?*

Yes	8	89%
No	1	11%

**Question # 3**

*Are there adequate training services available with in this region in order to keep your trades and technical workforce current?*

Yes	4	44%
No	5	56%

Comments:

- No, steel fabrication is only available at BCIT.
- Yes, but mostly through dealers like Napa and Snap-on.
- No, it is a function of numbers we do not have population to support even course in Terrace does not help this company.
- Yes, the welding program is a good one.
- No, nothing in Rupert! Anything planned gets canceled. We need electronic access to training.

**Question # 4**

*What would the preferred time for your employees to access training?*

Full time day classes	2	12%
Part time evenings classes	7	78%

Comments:

- Weekends would be fine too.
- Wintertime is usually slow employees could participate in training.

**Question # 5**

*What would the preferred location for training?*

At worksite and NWCC	2	12%
At NWCC campus	7	78%

Comments:

- Practical at worksite and theory at college.
- Training should be away from work site. It is more effective at the college.

### Question #6

*How should industry training be funded?*

By the company and the government	3	3%
By the government	1	11%
Shared by all	5	55%

Comments:

- Job of government is to provide social services including education.

### Question # 7

*Does your company provide a budget for employee training?*

Yes	2	22%
No	7	68%

### Question # 8

*Does your company provide in house training for employees?*

Yes	9	100%
No	0	0%

Comments:

- People that work here are taught.
- Suppliers provide most of the training we require.
- We have satellite communications to Toronto to provide technical training.
- We do safety training and the suppliers provide the rest

### Question # 9

*Would your company be willing to partner with NWCC to provide skill training?*

Yes	7	78%
No	2	22%

Comments:

- Yes, but the union sometimes is a problem.
- NWCC needs to access automotive apprentice training on a part time basis. One technical session for each year or level.
- Yes, for work experience.( 2 comments)



**Question # 10**

*Does your company plan to hire additional employees with trades or technical skills?*

Yes	4	44%
No	4	44%
Don't know	1	12%

Comments:

- No, Maybe if the economy picks up.
- No, economy too bad.

**Question # 11**

*What level of trades/technical employees does your company seek when hiring new employees?*

Certified journeypersons	7	78%
Uncertified but skilled	2	choose this as a second choice.
Untrained applicants	1	11%
Graduates of ELTT	0	0%

Comments:

- Depends on availability
- Would rather hire an apprentice but otherwise I would hire a journeyman.

**Question # 12**

*Has your company hired graduates from NWCC's trades program?*

Yes	4	44%
No	5	56%

Comments:

- No, because no one applied.
- Yes, a great guy good welder but couldn't fabricate.

*If yes would you hire our graduates again?*

Comments:

- Yes, currently have two but not in area of training NWCC does not offer Plumbing and heating.
- No, There is no electrical at college
- No, not enough work
- Yes, a welder
- Yes, if they were qualified.
- No, I don't have enough turnover

**Question #13**

*In your opinion was the graduate well prepared in the following areas?*

1. Trades skills: all respondents indicated satisfaction in this area.
2. Work habits: all respondents indicated satisfaction in this area.
3. Personal presentation: all respondents indicated satisfaction in this area.
4. Communication skills: all respondents indicated satisfaction in this area.
5. Customer service: all respondents indicated satisfaction in this area.
6. Computer skills: NA
7. Business skills: NA

**Question #14**

*What training programs could NWCC provide that would benefit your company?*

<b>Program or Training Course</b>	<b>Number of Requests</b>
Upgrade to HD	
Fabrication	2
Machining	
Hydraulics upgrade	2
More specialty welding (mig, tig, flux core)	
Sprinkler certification	
Refrigeration/air conditioning	
Electrical endorsements	
Instrumentation	
Fire detection and alarm	
Security alarm	
PLC	
High voltage power systems	
Steel detailing or "shop drawings" that would include CAD operator and manual drafting	
Computer training	
Health and safety training	
Auto technicians	

**Question #15**

*What do you see NWCC's responsibility in providing training in these areas?*

1. Entry level training	3	33%
2. Trades upgrade training	5	56%
3. Industry training	1	11%

Comments:

- All level of training should be available on demand

**Question #16**

*What do you see as NWCC's role in providing training in those areas?*

Verbatim comments:

- Focus on upgrade not enough population to support ELTT.
- Provide training in all areas Entry level is important as well as upgrading.
- Develop high standards in all instruction.
- It would be nice to have pre-employment electrical. Workers need entry level skills.

**Question #17**

*Does your company require trades people to carry certification in more than one trade?*

Yes	4	44%
No	5	66%

Comments:

- Yes, crane operators and machinists
- Yes, plumbing and gas fitting

**Question #18**

*Does your company require trades people to acquire basic skills of other trades?*

Yes	7	77%
No	2	23%

Comments:

- Yes, automotive, heavy duty, and commercial transport.
- Yes, M/W, welding and fabrication.
- Yes, machining and hydraulics.
- Yes, plumbing, electrical. All our tradesmen need carpentry skills welding skills and concrete (cement) skills.
- Yes, auto technician, and auto body repair
- No, not required but helpful
- Yes, welding, pipefitter, M/W, and fabrication.
- No, but they are encouraged to pick up skills in other trades.

**Question # 19**

*Would your employees participate in training programs delivered by alternate methods?*

Yes	6	67%
No	2	22%
Don't know	1	11%

Comments:

- Yes, but I don't have access.
- No, I don't think the skill set is there yet maybe in a year or two.

**Question #20**

*Are there technological changes taking place in the work place that is affecting the ability of your work force to continue to do their job in a satisfactory manor?*

Yes	6	66%
No	3	34%

Comments:

- Yes, electronics is advancing so fast we cant keep up.
- No, we can keep up with the equipment change.
- Yes, mainly in heating more electronics new controls require more sophisticated installation and testing equipment.
- No, GM does upgrading.
- Yes, fiber optics PLC's and diagnostic equipment is changing.
- No, we are constantly upgrading.
- Yes, in drafting, CAD and steel detailing.
- Yes, computerization of equipment and we are doing more business by computer.

**Question #21**

*What new training or upgrading do you require?*

Verbatim comments:

- Electrical TQ upgrade
- More work!
- Electronics and business skills
- CAD and manual drafting
- Electronics

**Question #22**

*What attributes in addition to technical expertise does your company look for when selecting prospective employees?*

	Essential		Very Important		Somewhat Important		Not Important	
Communicate verbally	2	22%	4	44%	3	33%		
Read and write effectively	2	22%	5	55%	2	22%		
Use problem solving skills	4	44%	4	44%	1	11%		
Use mathematical skills	2	22%	5	55%	2	22%		
Manage time effectively	4	44%	5	55%				
Employ teamwork skills								
Apply computer skills	1	11%	1	11%	5	55%	2	22%
Project positive attitude	4	44%	4	44%	1	11%		
Adaptability	2	22%	7	77%				

Other: Must have energy, motivation and display initiative.

**Question 22b**

*Skills and knowledge from other program areas.*

	Essential		Very Important		Somewhat Important		Not Important	
Apply business admin techniques			2	22%	6	66%	1	11%
Apply computer applications			1	11%	6	66%	2	22%
Use supervisory manage techniques	1	11%	4	44%	3	33%	1	11%
Apply communication skills	2	22%	6	66%	1	11%		
Effective customer relation skills	1	11%	6	66%	2	22%		
Manage personal affairs	3	33%	6	66%				

**Question #23**

*What training programs are required to fulfill your current and future human resource needs?*

**Construction**

Programs	Pre-employment Entry Level	Apprentice Training	Technical Upgrade Training
Carpentry	1		
Bench work joinery	1		
CAD	1		
Drafting (manual)	2		
Electrical	2	2	3
Plumbing/pipefitting	3	2	2
Gas fitting	2	1	2
Sheet metal	2	2	1
Roofing			
Floor laying			
Dry wall installer			
Ceiling installer (drop)			
Painting and decorating			
Construction laborer			

**Mechanical**

Programs	Pre-employment Entry Level		Apprentice Training		Technical Upgrade Training	
Automotive technician	3		3		3	
Collision repair technician			1		1	
Commercial Transport mechanic	2		1		2	
Diesel engine mechanic	3		3		4	
Heavy Duty mechanic	3		3		4	
Parts person	2		2		3	
Equipment operator	1		2			
Outdoor power mechanic	3					

**Industrial and Service/Repair**  
None

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## **Kitimat**

### **Participant Breakdown**

Participants in Kitimat represented 716 tradespeople including 27 apprentices.

#### **Question #1**

*How many employees does your company employ?*

Number of employees:

0-5	2	40%
over 100	3	60%

Trades represented are all “hard trades” as well as 115 lab techs.

#### **Question # 2**

*Has your company indentured apprentices?*

Yes	3	60%
No	2	40%

Comments:

- No there is not enough business.

#### **Question # 3**

*Are there adequate training services available in this region in order to keep your work force current?*

Yes	0	0%
No	5	100%

Comments:

- We have to send electricians out of the region for training.
- We need ABE-orientation to the trades and occupations. NWCC had industry career training in 90/91 and it was useful.
- No, not in marine.
- Need upgrading programs.
-



**Question # 4**

*What would the preferred time for your employees to access training?*

Full time day classes	4	80%
Part time evening classes	1	10%

Comments:

- A combination of both day and evening with flexible start times to reflect work times.
- Full time day classes in the off season, Nov.- Feb.

**Question # 5**

*What would be the preferred location for training?*

At the work site	1	10%
At NWCC campus	4	80%
Other	1	10%

Comments:

- At home the college should partner with Malaspina for RMOT program.
- Company preferred work site but both sites will work.
- Off the work site is best. (2 comments)

**Question # 6**

*How should industry training be funded?*

By the Government	1	33%
Shared by all	2	66%

Comments:

- If it is not shared the problem is as soon as they are trained they move on.

**Question # 7**

*Does your company provide a budget for training?*

Yes	4	80%
No	1	20%

---

**Question # 8**

*Does your company provide in house training for employees?*

Yes	5	100%
No	0	0%

Comments:

- Most training is supplier specific we bring in vendor. We also do supervisory training and software packages.
- Some training on the job but there is not enough training in the maintenance area. Company is using the Skill Center a lot. The “JUMP” program is using the Skill Center too.
- We would like to participate with the programs, we did work with a m/w grad.

**Question # 9**

*Would your company be willing to partner with NWCC to provide skill training?*

Yes	3	60%
No	1	20%
Don't know	1	20%

Comments:

- Yes, we could partner in trades area. First aid, whmis, supervisor training, hazardous material.
- No, would look to Skill Center to provide industry training. They are more responsive, they broker training.

**Question # 10**

*Does your company plan to hire additional employees with trades or technical skills?*

Yes	3	60%
No	2	40%

Comments:

- Yes, for expansion of company (2 comments)
- Will hire in the following trade areas; Millwright Electricians perhaps a drywaller.

**Question # 11**

*What level of trades technical employees does your company seek when hiring new employees?*

Graduates from college ELTT programs	1	20%
Certified journeypersons	3	60%
Uncertified but skilled	1	20%

Comments:

- We hire journey people but usually in house.

**Question # 12**

*Has your company hired graduates from NWCC trades program?*

Yes	1	20%
No	4	80%

Comments:

- Yes in the M/W area and would hire another graduate.
- No training available in areas we hire.

**Question # 13**

*In your opinion was the graduate well prepared to enter your employment in the following areas?*

1. Trades skills: Rough skill m/w wise but was probably okay but green.
2. Work habits: Was very good.
3. Personal presentation: Good
4. Communication skills: Good
5. Customer service: Good, he was polite and courteous.
6. Computer skills: NA
7. Business skills: NA

### Question # 14

*What training programs could NWCC provide that would benefit your company?*

Verbatim comments:

- Trades related courses
- Safety training for trades
- Human resources type of programs
- Marine engine
- BCIT fresh start program
- Coop type programs with work experience
- Business administration programs
- Transition programs to supplement ABE and to make it relevant
- Labor pool seems to be under-skilled in secretarial skills.

### Question # 15

*What do you see as NWCC's responsibility in providing training for industry in these areas?*

1. Entry level training	2	40%
2. Industry training	0	0%
3. Trades upgrading	3	60%

Comments:

- Entry level cause they need ability to hone their skills
- Entry level ABE and secondary graduation is required.
- Trades upgrading, computer upgrading, technical upgrading, electronic diagnoses.
- Would participate on college advisory committees.
- College has to be pro-active in identifying skill training.
- They should broker training.

### Question # 16

*What do you see as NWCC's role in providing training in these areas?*

NWCC needs to get into industrial trades training and lead ELTT into upgrading. ELTT needs to develop and expand competencies into trade skills.

**Question #17**

*Does your company require trades people to carry certification in more than one trade?*

Yes 0 0%  
No 5 100%

No comments.

**Question # 18**

*Does your company require trades people to acquire basic skills of other trades?*

Yes 4 80%  
No 1 20%

Trades identified as those requiring some multi-skills:

- Electrical-instrumentation
- M/w, welding, pipefitting
- Heavy Duty, welding

Comments:

- In the process of implementing a new collective agreement and we will also expect operators to learn basic trade skills.

**Question # 19**

*Would your employees participate in training programs delivered by alternate methods?*

Yes 5 80%  
No ? 20%

Comments:

- We have participated through the Skill Center.
- NWCC needs to broker such programs.

**Question # 20**

*Are there technological changes taking place in the workplace that is affecting the ability of your trades and technical staff to continue to do their job in a satisfactory and efficient manor?*

Yes 2 40%  
No 3 60%

Comments:

- Yes, Electronics and PLC's. The new equipment has high tech hydraulics.
- No, because any changes that occur are supported with training immediately.
- No, but when changes come along we have prior knowledge of and learn about the change.

**Question # 21**

*What new skill training or upgrading do you require?*

No comments.

**Question #22**

*What attributes in addition to technical expertise does your company look for when selecting new employees?*

	Essential		Very Important		Somewhat Important		Not Important	
Communicate verbally	3	60%	2	40%				
Read and write effectively	4	80%	1	20%				
Use problem solving skills	1	20%	3	60%	1	20%		
Use mathematical skills	1	20%	1	20%	3	60%		
Manage time effectively	2	40%	3	60%				
Employ teamwork skills	2	40%	2	40%	1	20%		
Apply computer skills			1	20%	4	80%		
Project positive attitude	3	60%	2	40%				
Adaptability	3	60%	2	40%				

Other: knowledge of First Nations history, culture and current issues.

**Question 22b**

*Skills and knowledge from other program areas.*

	Essential		Very Important		Somewhat Important		Not Important	
Apply business admin techniques	1	20%			2	40%		
Apply computer applications			2	40%	3	60%		
Use supervisory manage techniques					4	80%		
Apply communication skills	1	20%	32	60%	1	20%		
Effective customer relation skills	1	20%	2	40%	1	20%		
Manage personal affairs	2	40%	2	40%	1	20%		

Other: Entrepreneurial skills

**Question #23**

*What training programs are required to fulfill your current and future human resource requirements?*

**Construction**

Programs	Pre-employment Entry Level		Apprentice Training		Technical Upgrade Training	
Carpentry	1		1		1	
Bench work joinery						
CAD	2		1		2	
Drafting (manual)						
Electrical	1		1		2	
Plumbing/pipefitting	1		2		2	
Gas fitting			1		1	
Sheet metal			1		1	
Roofing	1					
Floor laying						
Dry wall installer						
Ceiling installer (drop)						
Painting and decorating			1		1	
Construction laborer						

## Mechanical

Programs	Pre-employment Entry Level		Apprentice Training		Technical Upgrade Training	
Automotive technician			1			
Collision repair technician						
Commercial Transport mechanic						
Diesel engine mechanic	1		1		1	
Heavy Duty mechanic			1		1	
Parts person					1	
Equipment operator	1		1		3	
Outdoor power mechanic	2		1		1	

Other: Basic welding - aluminum, basic electrical, and fibreglassing.

## Industrial

Programs	Pre-employment Entry Level		Apprentice Training		Technical Upgrade Training	
Millwright			2		2	
Industrial electronics			1		2	
Welding	1		3		2	
Welding Fabrication			1		2	
Log Scaling						
Saw Filer			1			
Refrigeration			1		1	
Machinist			1		1	
Instrument mechanic			1		1	
Electrician	1		2		1	
Power engineer	1		1		2	
Driver training	1				1	
Air Brakes			1		1	



**Service/Repair**

Programs	Pre-employment Entry Level		Apprentice Training		Technical Upgrade Training	
Appliance repair						
Hairdressing						
Computer repair	1					
Electronics technician					1	
Parts person/ counter person						
Upholstery						
Cook Training						
Commercial baking						
Food and beverage server						

## Smithers/Houston/Hazelton

### Breakdown of Participants

Participants in Smithers represented 117 trades people including 13 apprentices and 3 work experience students.

### Question #1

*How many employees does your company employ?*

Number of employees:

0 - 5	3	43%
6 - 10	2	28%
11 - 20	0	0%
More than 20	2	28%

Trade	Number of Trades People	Number of Apprentices
Glaziers	5	
Welders	11	2
Machinists	3	
M/w	35	3
Electricians	7	
Heavy Duty Mechanics	11	1
Saw Filer	16	1
Planermen	3	1
Refrigeration	2	1
Gasfitter	2	1
Plumber	2	1
Auto Mechanic	1	

**Question # 2**

*Has your company indentured apprentices?*

Yes	6	86%
No	7	14%

Comments:

- No, there is not enough work to support an apprentice.
- My company has indentured 15. 18 apprentices in total.

**Question # 3**

*Are there adequate training services available in this region in order to keep your trades and technical work force current?*

Yes	1	14%
No	6	86%

Comments:

- Yes, but in Prince George. We need local training.
- No, Terrace is the closest.
- None everything is out of town Prince George or Vancouver.
- No, my company trains in-house and sends our apprentices to Vancouver.

**Question # 4**

*What would the preferred time for your employees to access training programs?*

Full time day classes	1	14%
Part time evening classes	6	86%
Flexible start finish times	2 as their second choice.	

Comments:

- Part time but time of year is important.(January is best time)
- Part time but we are very busy in the fall springtime is better.
- Part time but not in summer spring break up is best.

**Question # 5**

*What would the preferred location for training?*

At work site 4 57%  
At NWCC campus 3 43% as an alternative

Comments:

- At the work site but utilize campus for classroom
- We need the PLC trailer again.

**Question # 6**

*How should industry training be funded?*

By the government 1 14%  
By the employee 1 14%  
Shared by all 5 71%

Comments:

- By the gov't (FRBC)
- Shared by all government should fund ELTT and upgrade shared by all.

**Question # 7**

*Does your company provide a budget for training?*

Yes 1 14%  
No 6 86%

No comments.

**Question # 8**

*Does your company provide in house training for employees?*

Yes	7	100%
No	0	0%

Comments:

- Yes, safety related, some technical training, Hilty guns, WHMIS, planer safety, bander stiper, kiln drying practices, communication, negotiation skills.
- We provide upgrading.
- We participate in courses when available.

**Question # 9**

*Would your company be willing to partner with NWCC to provide skill training?*

Yes	6	86%
No	1	14%

Comments:

- No, it is too difficult for a one-man show.
- Yes, would consider.
- Yes, if not too complicated.
- Yes, we have offered shop and facility to provide training.

**Question # 10**

*Does your company plan to hire additional employees with trades or technical skills?*

Yes	2	29%
No	4	57%
Don't know	1	14%

Comments:

- No, maybe tomorrow if things pick up.
- Yes, our company is expanding.

### Question # 11

*What level of trades/technical employees does your company seek when hiring new employees?*

Certified journey people	4	57%
Uncertified but skilled	1	14%
Graduates of college ELTT programs	2	29%

Comments:

- We hire Graduates from the Forestry tech program and support the Forester in training program.
- Other, we try hire graduates and try to indenture them as apprentices.

### Question # 12

*Has your company hired graduates from NWCC trades program?*

Yes	3	43%
No	4	57%

Comments:

- Yes, we hired grads to production jobs not into jobs that relate to their training. We would hire grads again but not into trades. (union)
- Yes, we hired a welding grad but fired him he had a bad attitude.
- No, there have been no applicants. (3 no comments)
- No, I don't know why because NWCC has been instrumental in establishing the student placement program at Pacific Inland in the Forestry tech program we currently have seven students.

### Question # 13

*In your opinion was the graduate well prepared for employment in the following areas?*

2 responses only. Most interviewees didn't know grads performance.

1. Trades Skills: both did not respond
2. Work habits: one good and one poor
3. Personal presentation: one good and one not bad.
4. Communication skills: both good
5. Customer service: one N/A, one NO we had many complaints
6. Computer skills: one N/A, one "he had no computer skills"
7. Business skills: one N/A, one "poor"

Comments:

- One commented that the grad was a good employee.

**Question # 14**

*What training programs could NWCC provide that would benefit your company?*

Verbatim comments:

- Office skills
- Glazier
- Basic retail (BCIT model good)
- Hydraulics
- PLC's
- COFI courses basic lumber grading, lumber manufacturing and others.
- Small engine-outdoor power mechanic
- Plumbing
- Electrical
- Bookkeeping upgrade
- Sales training (working with retail, stock levels, show room presentation, time management, customer relations, short course 4-6 hours in each.
- First aid
- Computer skills
- Code issues (building electrical, WCB etc.)
- M/W
- Weld upgrade
- Develop coop programs in cooking heavy equipment operating
- Truck driver shortage we need driver training
- Blue print reading
- Basic metallurgy
- Fabricating/layout
- Plasma arc and welding specialties

**Question # 15**

*What do you see as NWCC's responsibility in providing training for business and industry in these areas?*

1. Entry level training	5	71%
2. Industry training	0	0%
3. Trades upgrading	2	29%

No comments.

### Question # 16

*What do you see as NWCC's role in providing training in those areas?*

Entry level training - three respondents emphasized the focus should be ELTT.

Comments:

- Focus on ELTT and let industry do the rest.
- Entry level could include orientation to the lumber industry.

### Question # 17

*Does your company require trades people to carry certification in more than one trade?*

Yes	1	14%
No	6	86%

No comments.

### Question #18

*Does your company require trades people to acquire basic skills of other trades?*

Yes	6	86%
No	1	14%

Comments:

- Yes, more electrical skills.
- Yes, in m/w welding and hydraulics.
- Yes, gas fitters - sheet metal plumbing - refrigeration - HVAC. All trades have restricted electrical except for the plumbers.
- Yes, m/w and welding.
- Yes, welding and machinist.



**Question #19**

*Would your employees participate in programs delivered by alternate methods?*

Yes	4	57%
No	3	43%

Comments:

- Yes, anything that is more convenient.
- Yes, we did in the Skill Center but the training needs to be off site.

**Question #20**

*Are there technological changes taking place in the work place that is affecting the ability of your trades work force to continue to do their job in a satisfactory and efficient manor?*

Yes	4	57%
No	3	43%

Comments:

- Yes, electronics programming production machines.
- Yes, computer chips in furnaces in a few years a furnace will dial in for service.
- Yes, computer optimization on equipment is a big change.
- Yes, electronics and basic electronics we rely on supplier training.

**Question #21**

*What new skills or upgrading do you require?*

Comments:

- Basic welding for M/W's.
- Electronic installation, timers, delays, card locks.
- Basic electricity and basic electronics.
- Computer optimization, program trouble shooting, cost control program should be foundation for several programs, bring back Forestry program to the Community college.

**Question # 22**

*What attributes in addition to technical expertise does your company look for when selecting prospective employees?*

	Essential		Very Important		Somewhat Important		Not Important	
Communicate verbally			7	100%				
Read and write effectively			7	100%				
Use problem solving skills	2	29%	5	71%				
Use mathematical skills			3	31%	4	57%		
Manage time effectively	1	14%	6	86%				
Employ teamwork skills	4	57%	3	43%				
Apply computer skills			1	14%	6	86%		
Project positive attitude	2	29%	5	71%				
Adaptability	3	43%	4	57%				

Other: Versatile, appearance and punctuality.

**Question 22b**

*Skills and knowledge from other program areas.*

	Essential		Very Important		Somewhat Important		Not Important	
Apply business admin techniques			1	14%	5	71%	1	14%
Apply computer applications			1	14%	4	57%	2	29%
Use supervisory manage techniques	1	14%	2	29%	4	57%		
Apply communication skills	2	29%	5	71%				
Effective customer relation skills	4	57%	2	29%	1	14%		
Manage personal affairs	2	29%	5	71%				

**Question # 23**

*What training programs are required to fulfill your current and future human resource requirements?*

**Construction**

Programs	Pre-employment Entry Level		Apprentice Training		Technical Upgrade Training	
Carpentry						
Bench work joinery					1	
CAD					1	
Drafting (manual)	2				3	
Electrical	1		1		1	
Plumbing/pipefitting	2		2		1	
Gas fitting	2		2		1	
Sheet metal	3		3		2	
Roofing						
Floor laying						
Dry wall installer						
Ceiling installer (drop)						
Painting and decorating						
Construction laborer						

**Mechanical**

Programs	Pre-employment Entry Level		Apprentice Training		Technical Upgrade Training	
Automotive technician					1	
Collision repair technician					1	
Commercial Transport mechanic					2	
Diesel engine mechanic					2	
Heavy Duty mechanic	1				2	
Parts person	2				2	
Equipment operator			1			
Outdoor power mechanic					1	

Other: Auto glass technician and parts person.

## Industrial

Programs	Pre-employment Entry Level		Apprentice Training		Technical Upgrade Training	
Millwright	1		1		2	
Industrial electronics	1		1		2	
Welding	3		2		2	
Welding Fabrication	2		3		4	
Log Scaling	1				1	
Saw Filer			1		2	
Refrigeration	1		1		2	
Machinist	2		3		2	
Instrument mechanic						
Electrician	2		1		3	
Power engineer						
Driver training			1		1	
Air Brakes	1					

## Service/Repair

Programs	Pre-employment Entry Level		Apprentice Training		Technical Upgrade Training	
Appliance repair						
Hairdressing						
Computer repair	1		1		1	
Electronics technician	1		1		3	
Parts person/ counter person	2		1		2	
Upholstery						
Cook Training						
Commercial baking						
Food and beverage server						

## Terrace

### Breakdown of Participants

Participants in Terrace represented 428 trades people including 23 apprentices, approximately 6%.

Trade	Number of Trades People	Number of Apprentices
Auto Mechanics	19	
Parts person	4	1
Tire repairman	8	
Heavy Duty Mechanic	37	3
Commercial Transport Mechanics	14	3
Professional drivers with air brakes endorsement, first aid, WHMIS, 3 years clean abstract, and Criminal record check	165	
Parts person	4	3
Welder	20	
Carpentry	4	1
Outdoor power mechanics(sm./marine engine)	5	2
M/w	30	4
Oilers	3	
Planer mechanics	3	
Electricians	14	

\*\*Other -- support and semi-skilled occupations, uncertified specialty mechanics, vehicle cleaners and detailers, service people, and sewage and water treatment operators.

### Question #2

*Has your company indentured apprentices?*

Yes 11 58%

No 8 42%

### Comments:

- Yes, we are trying to indenture more but I think the company should get a wage subsidy to indenture.
- Yes, we had an auto mechanic apprentice and it was a good experience.
- No, we almost did but he took another job. I am working with another employee to help him get his IP or TQ.
- No, we need people that will help. We hire experienced people
- No, I have never tried to indenture.

### Question #3

*Are there adequate training services available in this region in order to keep your trades staff current?*

Yes	3	16%
No	16	84%

Comments:

- Yes, but it could always improve we sent our electrical apprentice to Prince George
- Yes, for welding it is good.
- No, I have interviewed high school students but NWCC grads have not applied.
- No, we send our folks to Vancouver for training
- No, most go to Prince George for training
- No, only carpentry here
- No, we need technical training for electricians and H.D. mechanics
- No, the training we require is high tech. NWCC should bring in the experts to keep journey people upgraded.
- No, basic carpentry is okay but we need a better bridge between NWCC and BCIT develop partnerships so we can access applied technology
- Know we need to train a younger work force for professional driver and NWCC should advertise more specialty training.

### Question # 4

*What would be the preferred time for your employees to access training programs?*

Full time day classes	3	16%
Part time evening classes	14	74%
Flexible start finish times	2	10%

Comments:

- Flexible start finish times down time could be any time fire season or down market.
- Full time days during January and February.
- Part time welding in the evenings would help my employees.

**Question #5**

*What would the preferred location for training?*

At the work site	6	32%
At NWCC campus	13	68%

Comments:

- At the work site because we have access to better tools.
- At the work site is better for the employees. Kal tire has distance learning.
- At NWCC but if it were specialized it would be better in the field.
- At NWCC but more equipment is needed.
- At the campus if it were a good course I would commit the whole staff.

**Question #6**

*How should industry training be funded?*

By the company	2	11%
By the government	7	37%
By the employee	1	5%
Shared by all	9	47%

Comments:

- By the gov't or else a tax relief.
- By the gov't they have to take the lead in providing training.
- By the gov't they have to take a bigger role in training.
- By the gov't they should fund ELTT but share in apprenticeship and upgrade.

**Question #7**

*Does your company provide a budget for employee training?*

Yes	10	53%
No	9	47%

Comments:

- No, but we train and support apprentices.
- No, but do it on site.
- No, but will provide for training seminars and upgrade safety training.
- No, but we support upgrade training.
- Yes, under special circumstances.
- Yes, the budget is not specifically identified but we will spend the money if it is required.
- Yes, on demand.

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**Question # 8**

*Does your company provide in house training for your employees?*

Yes	18	95%
No	1	5%

Comments:

- Yes, Freightliner has self paced modules.
- Kenworth has parts, service, market and shop upgrade videos.
- Yes, during shutdowns.
- Yes, we bring in the expertise.
- Yes, for operators.
- Yes, we have all the technical training aids from Volvo.
- Yes, on request we provide support for travel to Vancouver. Toyota sends out video training packages.

**Question #9**

*Would your company be willing to partner with NWCC to provide skill training?*

Yes	14	74%
No	3	16%
Don't know	2	10%

Comments:

- Yes, would like to explore the idea.
- Yes, most definitely.
- Yes, we could share facilities and have students for work experience.
- Yes, we could provide more work experience on site training; we could make facility available for training.
- Don't know it is debatable, there is hard feeling from the past. Budget was taken from college to fund 1<sup>st</sup> nation groups.
- Yes, we would share our shop.



### Question #10

*Does your company plan to hire additional employees with trades or technical expertise?*

Yes	11	58%
No	7	37%
Don't know	1	5%

Comments:

- Yes, one but not an apprentice.
- No, We just hired a tire man.
- Yes, at least two HD and a welder.
- No, but may have to.
- Yes, one HD apprentice.
- Yes, two HD and a Commercial transport mech. Maybe a parts person.
- No, Not in short term no work!
- No, Poor economy.
- Yes, two auto technicians.

### Question #11

*What level of trades or technical employees does your company seek when hiring new employees?*

Untrained	1	5%
Certified journey persons	9	47%
Uncertified but skilled	5	26%
Graduates from college trades programs	4	21%

Comments:

- We hire certified trades men with all around experience education make better employees.
- We try to hire the top two or three graduates.
- Uncertified but skilled. We consider ELTT grads as a last resort.
- Cost is too high to hire unskilled.
- Would prefer ELTT grads but IWA prevent us hiring them.
- We need heavy equipment operators especially skilled operators.
- We have hired CNC coop grads they are okay.

### Question # 12

*Has your company hired graduates from NWCC trades program?*

Yes	11	58%
No	8	42%

Comments:

- Yes, a driver but he didn't have practical experience would rather participate in a coop program or work experience. I wouldn't hire ELTT grad again unless they had more work experience.
- No, because most ELTT grads do not meet finning hiring criteria.
- Yes, a H.D. grad some time ago. I would not hire another because it is a cost factor the customer demands experience. Their programs used to be more current.
- Yes, we hired a H.D. grad it was the person that was successful in getting the job but the ELTT helped.

### Question # 13

*In your opinion was the grad well prepared in the following areas?*

Eleven employers had hired grads.

1. Trade skills: 10 (90%) were satisfied, 1 (10%) didn't know.
2. Work habits: 10 (90%) were satisfied, 1 (10%) could improve.
3. Personal presentation: 11 (100%) were satisfied.
4. Communications skills: 8 (73%) were satisfied, 3 were N/A.
5. Customer service: 7 (64%) were satisfied, 4 were N/A.
6. Computer skills: 1 said the grad needed more and 10 were N/A.
7. Business skills: 3 (27%) were satisfied, 8 were N/A.

Comment:

- Grads need more people skills I would like to train all staff to have customer relations.

**Question # 14**

*What training programs could NWCC provide that would benefit your company?  
(all programs listed were requested by at least one employer)*

Program or Training Course	No. of Requests
Basic machining	
Basic tire course	
Driver training	3
Air brake refresher	
General mechanic upgrade	
Hazardous materials and dangerous goods	
WHMIS	
ELTT should include power train engine and hydraulics	
Electronics	4
Heavy duty mechanics	3
Equipment operator	3
Upgrade for parts person	
Business skills for trades people (WCB, Apply for tax #, invoicing etc.)	
Welding in evenings	2
Small engine repair in evenings	
Basic computer skills in evenings	
Hydraulics for trades (cross training)	
Hydraulic upgrade	3
Coordinate with Ford (and other suppliers j.d.) to offer specialty training	
Management skills for supervisors	
Motor vehicle inspection	
Heating-air conditioning conversion	
Outdoor power mechanics	

**Question #15**

*What do you see as NWCC responsibility in providing training for industry in these are?*

1. Entry level training: 13 68%
2. Industry training: 1 5%
3. Trades upgrading: 5 26%

Comments:

- Primarily entry level training.
- All three areas are important.
- ELTT is important.
- Definitely need ELTT.
- Entry level and focus on it.

**Question # 16**

*What do you see as NWCC's role in providing training in those areas?*

Comments:

- ELTT is important to the community.
- Be involved with the community to provide training.
- ELTT and upgrading gives the student an advantage.
- Need to establish upgrading.
- The college needs to provide training in all areas and they need to advertise better.

**Question # 17**

*Does your company require trades people to carry certification in more than one trade?*

Yes	3	16%
No	16	84%

Comments:

- Yes, Commercial transport mechanic must have natural gas and propane ticket.
- No, but sort of some trades people have welding skills.

**Question # 18**

*Does your company require trades people to acquire basic skills of other trades?*

Yes	11	58%
No	4	26%

Comments:

- Yes, in Commercial transport mechanic- welding Gas fitting- propane - natural gas,
- Yes, all trades should have safety, 1<sup>st</sup>. aid, air brake endorsement, and a class 5 or better.
- Yes, all mechanics need some welding knowledge.
- M/W - welding, HD - welding.
- It would be helpful but not required.

**Question # 19**

*Would your employees participate in training programs delivered by alternate means?*

Yes	16	84%
No	3	16%

Comments:

- Yes, absolutely! College should facilitate and broker distance programs.
- We do that now Kenworth is now interactive.
- Yes, we helped the center for Leadership and technology.
- Yes, Toyota has a CDROM system.

**Question # 20**

*Are there technological changes taking place that is effecting the ability of your employees to do their job in a satisfactory and efficient manor?*

Yes	13	68%
No	6	32%

Comments:

- Yes, the manufacture of tires has changed and new and different techniques are required to repair and install. College could facilitate installation and repair program.
- Electronics, but we rely on the manufacturer to update us.
- Yes, the restructure of licensing for heavy duty and Commercial transport mechanic by government.
- Computer controlled equipment Forest practice code.
- No, not yet but it is coming.
- PLC changes on a regular basis and changes to the hardware that requires special maintenance. Electronic hydraulics.
- Electronic fuel injectors.
- We need more electronics and electrical upgrading.

**Question #21**

*What new skills or upgrading do you require?*

Comments:

- Government Certification programs such as air conditioning, CVIP, WCB changes, WHMIS.
- Level 2 wastewater and water distribution. College could facilitate this type of course.
- Electronics and computerization Industry is moving towards replacement rather than rebuilding.

**Question #22**

*What attributes in addition to technical expertise does your company look for when selecting prospective employees?*

	Essential		Very Important		Somewhat Important		Not Important	
Communicate verbally	5	28%	11	61%	2	11%		
Read and write effectively	7	39%	9	50%	2	11%		
Use problem solving skills	12	67%	6	33%				
Use mathematical skills	5	28%	7	39%	6	33%		
Manage time effectively	8	44%	7	39%	3	16%		
Employ teamwork skills	10	55%	7	39%	1	5%		
Apply computer skills	1	5%	7	39%	7	39%	3	16%
Project positive attitude	13	72%	5	28%				
Adaptability	15	83%	3	16%				

Other: Reliability, honesty, ready to move to another region, and First Nations issues.

**Question 22b**

*Skills and knowledge from other program areas.*

	Essential		Very Important		Somewhat Important		Not Important	
Apply business admin techniques	1	5%	2	11%	11	61%	4	22%
Apply computer applications	2	11%	9	50%	3	17%	4	22%
Use supervisory manage techniques			633	9	50%	3	17%	
Apply communication skills	4	22%	13	72%	1	5%		
Effective customer relation skills	9	50%	5	27%	3	17%	1	5%
Manage personal affairs	8	44%	8	44%	2	11%		

**Question #23**

*What training programs are required to fulfill your current and future human resource requirements?*

**Construction**

Programs	Pre-employment Entry Level		Apprentice Training		Technical Upgrade Training	
Carpentry	3		4		2	
Bench work joinery	1		2			
CAD	3					
Drafting (manual)	3					
Electrical	6		3		3	
Plumbing/pipefitting	5		2		1	
Gas fitting	3		1		1	
Sheet metal	1		2		1	
Roofing	1		1			
Floor laying	1					
Dry wall installer	1		1			
Ceiling installer (drop)	2		1			
Painting and decorating	3		1		1	
Construction laborer	2		1			

**Mechanical**

Programs	Pre-employment Entry Level		Apprentice Training		Technical Upgrade Training	
Automotive technician	6		5		4	
Collision repair technician	2		2		1	
Commercial Transport mechanic	7		5		6	
Diesel engine mechanic	6		3		8	
Heavy Duty mechanic	8		4		5	
Parts person	9		5		6	
Equipment operator	4		3		3	
Outdoor power mechanic	4		3		3	
Other: Tire repair	1				1	

## Industrial

Programs	Pre-employment Entry Level		Apprentice Training		Technical Upgrade Training	
Millwright	4		1			
Industrial electronics	2		1		1	
Welding	6		4		5	
Welding Fabrication	3		3		2	
Log Scaling	2		1			
Saw Filer	2					
Refrigeration	2		1		2	
Machinist	4		2		1	
Instrument mechanic	2		2			
Electrician	4		3		1	
Power engineer	1					
Driver training	3		1		1	
Air Brakes	2		2		4	

## Service/Repair

Programs	Pre-employment Entry Level		Apprentice Training		Technical Upgrade Training	
Appliance repair			1			
Hairdressing						
Computer repair	1		1		1	
Electronics technician	2		1			
Parts person/ counter person	5	3	1			
Upholstery						
Cook Training						
Commercial baking						
Food and beverage server						



## **General Recommendations**

### ***RESPONDING TO A CHANGING ENVIRONMENT***

The college has expressed a desire and commitment to provide quality programs, to establish a college presence in all areas of the region, and to provide equal access and opportunities to special populations.

In order to accomplish this objective procedures must be developed. These procedures will include plans, processes and implementation strategies that will facilitate an effective and efficient method for delivery of programs in response to business, industry, community, and the changing environment in which the college operates. The following is a list of suggested procedures:

- Develop a college process that will encourage sharing of information and will ensure cooperation in establishing programs at all campuses in the college region.
- Develop a program scheduling process that considers the college as one region. This process will avoid duplication of programs and ensure limited funds are distributed in an equitable and efficient manner.
- Identify and commit base funds to ongoing programs in the college region on a rotating schedule and develop a five to seven year plan that will identify rotation of base funded instructional programs throughout the college region.
- Develop and implement a process for identifying community needs in each regional campus.
- Develop a process that will maximize enrollment of First Nations and non-traditional students in post secondary education and ensure this process is established as an integral part of college administration.

Note: While it is important to recognize that each region is unique, college procedures apply to all regions and the application of college procedures may vary from region to region. In order to avoid duplication and saturation of the market each regional administrator must consider the impact on other regions before mounting duplicate ELTT programs.

### ***Community Partnerships***

The Northwest Loggers Association, The Skeena Native Development Society, Kitimat Village Council, representatives of the Industry Training and Apprenticeship Commission and the community expressed a desire to work with and/or partner with the college to provide training. To accomplish this objective some current conditions must be considered.

- An improved working relationship with industry members and the college is necessary.
- Competencies must be taught to clearly articulated industry standards.
- All programs must have active program advisory committees and effective communication processes between the college and community.

## *First Nations Partnerships*

This section is developed from information gathered through discussion with individuals representing secondary education, various trade unions, native bands, ITAC representatives, and individual community members.

To develop a plan to provide educational service to the Nass Valley is well beyond the scope of this survey and the ability of the consultant. However, the need is apparent. The process to serve this region will need to evolve through discussion, understanding and a desire to provide educational opportunities to the region. Based on one visit to New Aiyansh, one meeting with the board of Wilp Wilxo'oskwhl Nisga'a and one meeting with the Gitlakdamix educational administrator, I put forward the following suggestions for consideration:

- There is a need for basic education and foundation courses in the area to begin the process of preparation for self-governance. It is important to establish an effective assessment process to enhance the success of First Nations students.
- There is a low rate of participation of First Nations people in the apprenticeship system. There may be an opportunity to provide basic skills and orientation to apprenticeships that would enhance the opportunity for the Nisga'a youth.
- With self-government, minor sports, firefighting capabilities, volunteer organizations, and basic training on the participation in and the development of organizations may be required.
- There is a need in the community for basic services such as appliance repair, residential electrical service, and computer repair and software application.
- The high school is equipped with shops in woodworking, automotive, metalworking and home economics and may provide an opportunity to partner in providing basic trade skills.
- There is a need for an "Office Tech" program designed to provide the fundamentals for an office administration program. The Office Tech program should continue to include basic courses such as keyboarding, computer application, business admin., and fundamentals of accounting.

The current affiliation agreement between Wilp Wilxo'oskwhl Nisga'a and NWCC has been in place for several years, this agreement is an enabling document that articulates the partnership and details the sharing of curriculum and delivery of instruction.

The programs offered in cooperation with Wilp Wilxo'oskwhl Nisga'a are designed for the Nisga'a people and include Nisga'a language and culture as an integral part of the curriculum. The Wilp Wilxo'oskwhl Nisga'a board expressed appreciation of the college administrators for their support, the need for more regular contact and a sincere effort to continue to update the current agreements to reflect the changing environment in the Nass Valley.

## ***Secondary School Partnerships***

The development of a partnership with the secondary system that will allow for the sharing of facilities and the integration of curriculum with the secondary system would provide secondary students with access to post-secondary programs and would allow students to receive college credit for completion of post-secondary programs. Sharing of facilities is especially important to serving the communities with a small population base within the college region.

Such a relationship will encourage secondary students to stay in school to graduation, it will increase awareness amongst secondary students of the availability of and benefits of post secondary education, and will provide for a smooth transition to post secondary education.

To provide instruction in vocational and career/tech programs adequate facilities and expensive capital equipment are required. An agreement to share available facilities will provide cost effective access to already established facilities as well as promote a college education to a ready source of potential post secondary students.

Operating under difficult economic constraints will be an ongoing challenge for college administrators and will put in jeopardy the high cost enrollment capped programs such as vocational, career/technical, and programs with lab components. Integration of post secondary curriculum with the secondary system is one solution that will allow program administrators the ability to continue to provide cost effective, efficient, high quality, and well subscribed vocational, career/tech programs.

While secondary school administrators and faculty expressed an interest in the concept of developing partnerships with NWCC, agreements for the integration of curriculum and articulation of programs should be negotiated with each individual school.

The Ministry of Education has recently committed funds to the establishment of a province wide network of "Career Technical Centers". This initiative has potential to spawn a variety of innovative delivery options for trades and technical programs and to produce creative partnership models that will promote the integration of secondary and post-secondary curriculum. Three institutions, University College of the Caribou, College of New Caledonia, and Malaspina University College are currently developing plans to establish CTC based partnership agreements with local school districts.

- Monitor the evolution of these partnerships to assist in the development of local agreements.

There are currently several successful models in the province that should be examined to develop a model that best suits the region:

- Malaspina University College and Brooks Senior Secondary School District #47 Powell River, Cook training
- Malaspina University College and Frances Kelsey Senior Secondary in Mill Bay School District # 79, Cook Training
- Kwantlen University College and School District # 39 Welding
- BCIT has various partnerships throughout the province that may serve as appropriate models to consider.

During discussion with secondary school councilors the question arose “Why would students attend Northwest Community College? Students like to identify with an image and NWCC does not project an image that will attract students”.

Academic excellence and sports are two areas that administrators could promote in order to improve the college image and community profile.

- An advertising campaign to communicate the virtues of higher education and the success of recent graduates to prospective students, business, industry, and the community would begin to develop a positive image.
- The development of an intra-mural sports program would be an effective method to establish capable school teams, build school pride, and develop an attractive image of NWCC for graduating secondary students. An intra-mural sports program would also prepare the college for participation with the British Columbia College Athletic Association (BCCAA).

## ***Regional Recommendations***

### **Prince Rupert**

Due to the severe economic depression in Prince Rupert the request for college programming from business and industry was at a minimum. Business and industry in this region were primarily concerned with continuing to do business until the economy returned to normal. There is some competition for industry contracts from the Community Skill Center however the Skill Center seems to be primarily filling a niche the college cannot fill because of lack of space and/or equipment. There are some encouraging signs that the economy will start to recover in the next 12-24 months.

The moratorium on offshore exploration has been identified as an impediment to development of the port facility and discussions are ongoing for the lifting of that moratorium. The second positive situation is the expansion of Ridley Terminals. Ridley Terminals have plans to establish a facility to ship liquid sulfur from their site to American destinations. These plans will include construction and operation of a suitable steam generating facility as well as ship loading facility.

- There is a limited demand for training in "steel detailing" or shop drawings. Industry identified a requirement for a "few" people with skills in computer-aided drafting and steel detailing. There are some indications there is a provincial need for a specific course in steel detailing or developing shop drawings. There may be an opportunity to partner with the Skills Center Prince Rupert or Kitimat to provide for such training for the graduates or current students of the SAIT two year engineering technology program.
- Consider establishing partnerships with NAIT or SAIT to provide programming in oil and gas exploration.
- Establish upgrading for heavy duty mechanics.
- Establish upgrading for commercial transport mechanics.
- Establish hydraulics upgrading for trades people.

Due to the small number of people in any one of these vocations it may be necessary to consider developing a rotating schedule for the delivery of trades programs in Prince Rupert and to examine delivery methods for this type of programming. i.e. identify the similarities in each, deliver in the traditional method, and develop specialty packages with access to a Tutor for specific instruction. Australia has developed some effective distance education tools in recent years such as CDROM and print packages. This, with some "Canadianization", could be a cost-effective transition to distance delivery for some selected trades.

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## Kitimat

The potential to establish vocational and trades upgrading programs in Kitimat is very good. Although there are opportunities, there are also some unique challenges for NWCC and for the regional director in Kitimat. This summary will attempt to identify the opportunities and the challenges that must be addressed in order to establish vocational and trades upgrading in the Kitimat region.

The Skill Center has gained the respect of the community and a reputation with industry as being responsive to their needs and being flexible with delivery of instruction. The Skills Center also has been pro active in brokering training from other sources outside the region.

Industry in Kitimat is focused primarily on three major employers: Alcan, Eurocan, and Methonex. Each of these employers are large, well established companies with the ability to attract qualified journey people and to fund upgrading as required.

- The regional director must work with each of these companies to identify their training needs and develop innovative training plans that will serve each.
- Develop a partnership with the secondary system as a cost effective solution to providing instruction in selected vocational and career programs.

A model could be developed that would serve secondary and post secondary students in the same facility, at the same time, and with the same curriculum. One must be aware of jurisdictional issues within each system and conscious of the different maturity levels of the students, however the result will prove worth the effort.

## **Smithers/Houston/Hazelton**

This Eastern region is the geographically largest of the four college regions. Smithers is the largest population center in the region. Other communities included in this region are Houston and Hazelton that have smaller campus centers.

The Eastern region has a diverse employment base with the majority of employment in the resource sector. As a result of the weak economy in this sector many employers were at their minimum employee level.

- Employers in this region most often requested upgrading programs in the “hard” trades such as welding, welding fabrication, electrical, electronics, millwright, machinist, and heavy duty and commercial transport mechanic. These programs could include safety-related courses such as industrial first aid, WHMIS, Hilty operation, and related skills such as communications and negotiation skills.
- There is an urgent need to develop administrative procedures to coordinate contact with business and industry, delivery of instruction, and contract training in the Eastern region.
- The Council of Forest Industries (COFI) has developed a series of instructional materials in basic lumber grading, lumber manufacturing, and other wood processing related courses. The Smithers campus should coordinate the delivery of these courses in the Eastern region.

There is also a significant service sector employer base in this region. Collaboration with these employers may reveal potential training contracts.

- Some employers indicated a limited demand for short 4-6 hour courses in retail sales such as show room presentation, time management, customer relations, show room presentation, stock levels, and working with retail.

## Terrace

The Central region includes Terrace, Stewart and the Nass Valley. It is the largest population concentration in the college region. The NWCC campus in Terrace offers student housing, a large cafeteria, classroom facilities and spacious shop facilities. The Terrace campus also enjoys the largest block of ELTT programs and base funding. Currently programs are offered in automotive, carpentry/joinery, heavy duty/commercial transport mechanic, industrial mechanic/millwright (under suspension), welding. Each program is offered in a self-paced learning style and a continuous entry/exit format. Professional Cook Training is offered in block intake lock step format.

In order for the college to respond to the changing environment (ITAC and the economy) and community requests, a review of the administration and presentation of the ELTT programs should be implemented.

In order to identify FTE's that would allow the college to better serve the regions, respond to community needs, include special populations and comply to ITAC requests, the following suggestions are put forward for consideration:

- Review the efficiency and effectiveness of self paced delivery and continuous entry/exit format of all ELTT programs. An instructor driven delivery (lock step) may allow for a more efficient presentation of the curriculum, the addition of competencies in some programs. i.e. fabrication module in welding and the ability to schedule instructional expertise to other courses or programs required in the community.
- Consider additional skills identified as "essential and very important" in question #22 on the survey form. Those considered most important are; use problem solving skills, adaptability, project a positive attitude, employ team work skills, read and write effectively, to communicate verbally, time management, and mathematical skills. Practical projects and assignments should be designed to encourage teamwork, time management and other social skills.
- In consultation with industry consider offering upgrading courses in the mechanical area. Commercial Transport mechanic and heavy duty mechanic upgrade were frequent requests.
- There is a significant demand for professional drivers in this region. As the training and certification for professional drivers is currently under review it is an opportune time to consult with licensing authorities and with industry to develop an effective training program.
- Evaluate the effectiveness of a placement in industry for work experience or inclusion of a practicum placement in each ELTT program.
- Examine the need for access to ELTT programs during evenings and weekends.
- Consider the structure of the workweek. i.e. increase daily student contact to present training hours in three or four days rather than five. This would allow for flexible program scheduling.



- To present professional development activities for instructional faculty consider:
  - enabling faculty to present upgrading courses for industry as required,
  - developing a “guest lecturer” agreement with the secondary system,
  - facilitating an employee exchange with industry, and
  - allowing faculty adequate time to consult industry for curriculum update.

**APPENDIX A**  
**Northwest Community College Skills Survey**

*Interviewer* \_\_\_\_\_

*Date* \_\_\_\_\_

Area of industry location:

Terrace  Kitimat  Prince Rupert  Smithers  Hazelton  Houston  Stewart  Nass Valley  Nisga'a

Company name: \_\_\_\_\_

Address: \_\_\_\_\_

Type of business \_\_\_\_\_

Name of interviewee: \_\_\_\_\_

“What is the total number of trades/technical personnel employed by your company? \_\_\_\_\_

Specifically how many?

Journeypersons: \_\_\_\_\_

Registered apprentices: \_\_\_\_\_

Non certified/semi skilled \_\_\_\_\_

Technicians (ASTBC) \_\_\_\_\_

Technologists (2yr.diploma) \_\_\_\_\_

Other: \_\_\_\_\_

“Has your company indentured apprentices?”

If Yes:  In the past year  In the last five years  Beyond five years

If No why not? \_\_\_\_\_

“Are there adequate training services available within this region in order to keep your trades and technical workforce current?”

Yes  No  Do not know

Comments: \_\_\_\_\_

“What would be the preferred time for your employees to access training programs?”

Full time day classes  Part time evening classes  Flexible start/finish times

“What would be the preferred location for training?”

At the work site  At a NWCC campus  Other

“How should industry training be funded?”

By the company  By the employee  By the government

Shared by all (how) \_\_\_\_\_  Other

“Does your company provide a budget for employee training?”

Yes  No  Do not know

Comments: \_\_\_\_\_

“Does your company provide in house training for employees?”

Yes Comments \_\_\_\_\_

No Comments \_\_\_\_\_

“Would your company be willing to partner with NWCC to provide skill training?”

Yes  No How? \_\_\_\_\_



<b>Industrial Programs</b>	<b>Pre-employment entry level</b>	<b>Apprenticeship training</b>	<b>Technical upgrade training</b>
millwright	{	{	{
industrial electronics	{	{	{
welding	{	{	{
welding fabrication	{	{	{
log scaling	{	{	{
saw filer	{	{	{
refrigeration	{	{	{
machinist	{	{	{
instrument mechanic	{	{	{
electrician	{	{	{
power engineer	{	{	{
driver training	{	{	{
air brakes	{	{	{
Other (please specify):	{	{	{
_____	{	{	{
_____	{	{	{

<b>Service/Repair Programs</b>	<b>Pre-employment entry level</b>	<b>Apprenticeship training</b>	<b>Technical upgrade training</b>
appliance repair	{	{	{
hairdressing	{	{	{
computer repair	{	{	{
electronics technician	{	{	{
parts person/counter person	{	{	{
upholstery	{	{	{
cook training	{	{	{
commercial baking	{	{	{
food and beverage server	{	{	{
Other (please specify):	{	{	{
_____	{	{	{
_____	{	{	{

## APPENDIX B

### Survey Participants

The following people were identified to participate in the survey.

<u>Contact Name</u>	<u>Company</u>	<u>Interview Date</u>	<u>Region</u>
Neil Lindseth	Terrace Freightliner	Oct. 13/98	Terrace
Jim Mantel	Vic Froese Trucking Ltd.	Oct. 13/98	Terrace
Marty McKee	Excel Transportation	Oct. 14/98	Terrace
Tim Wiebe	Terrace Totem Ford	Oct. 14/98	Terrace
Wade Yashinchuk	Johnny's Welding Ltd.	Oct. 14/98	Terrace
David McKeown	Progressive Ventures Ltd.	Oct. 14/98	Terrace
John Nestor	NWLA Training & Devel.	Oct. 14/98	Terrace
Harold Cox	Dir. Instruction S.D. # 82	Oct. 14/98	Terrace
Norm Goodlad	Acklands Ltd.	Oct. 15/98	Terrace
Jim Checkley	Cedarland/Kal Tire	Oct. 15/98	Terrace
Rick Plovie	Finning (Canada)	Oct. 15/98	Terrace
Norm Frank	Inland Kenworth Parker Pac.	Oct. 15/98	Terrace
Mike Moleski	Skeena Sawmills (West Fraser)	Oct. 15/98	Terrace
Mike Docherty	Farwest Bus Lines	Oct. 15/98	Terrace
Mike Stekelenburg	Alcan Smelters & Chemicals	Oct. 15/98	Kitimat
John Amos	Skeena Native Development Society	Oct. 15/98	Terrace
H. deGoeij/M. Priddle	Command Marine	Oct. 16/98	Kitimat
Tim Reed	Methanex Corporation	Oct. 16/98	Kitimat
Nancy Nyce	Kitimaat Village Council	Oct. 16/98	Kitimat
David Dams	Terrace Wade Contracting	Oct. 17/98	Terrace
Tom Dimitrov	Skeena Cellulose Inc.	Oct. 17/98	Terrace
David Grubb	River Industries (Terrace Ltd.)	Oct. 17/98	Terrace
Neil Forman	Certified Welding & Machining	Oct. 18/98	Rupert
Guy Desaultels	Sherman GM	Oct. 18/98	Rupert
Sal Repole	Yellowhead Auto Repair	Oct. 18/98	Rupert
Ross McNish	Saanich Plumbing & Heating	Oct. 18/98	Rupert
Sandy Gerodano	The Electrician	Oct. 19/98	Rupert
John Mullin	Bytown Diesel	Oct. 19/98	Rupert
C. Dickinson	Smithers Secondary School	Nov. 9/98	Smithers
Gord Gunson	Pacific Inland Resoruces	Nov. 10/98	Smithers
Gary Hackle	All-West Glass	Nov. 10/98	Smithers
Andy Thompson	Northern Metals	Nov. 10/98	Smithers
Tom Spicer	Aqua North Plumbing	via fax	Smithers
M. Bryce/A. Paquin	Houston Forest Products	Nov. 12/98	Houston
Hans Pedersen	Northwood	Nov. 12/98	Houston
Gord Andrews	Bulkley Valley Machine & Fabricating	Nov. 12/98	Houston

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*Survey Participants (continued)*

<u>Contact Name</u>	<u>Company</u>	<u>Interview Date</u>	<u>Region</u>
Larry Bowen	Houston Secondary School	Nov. 12/98	Houston
Brent Weme	North Central Heating Ltd.	Nov. 13/98	Smithers
Sheila Ryan	Hazelton Secondary School	Nov. 13/98	Hazelton
Randy Smallbrugge	Mt. Elizabeth Secondary School	Nov. 16/98	Kitimat
Bill Whitty	CEP Union #298	Nov. 16/98	Kitimat
Ken Gibson	Ken's Marine	Nov. 17/98	Terrace
Brad North	City of Terrace	Nov. 17/98	Terrace
Larua Welde	Gitlakdamix Ed. Council	Nov. 18/98	Aiyansh
Deanna Nyce	WWN Board	Nov. 18/98	Aiyansh
Doug Mackareth	Broadwater Industries	Nov. 19/98	Rupert
Bill Myers	Ridley Terminals Inc.	Nov. 19/98	Rupert
Chris Gair	Terrace Toyota Motors	Nov. 20/98	Terrace