

The National Report On Aboriginal Inclusion

News & Solutions

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The Council Announces...

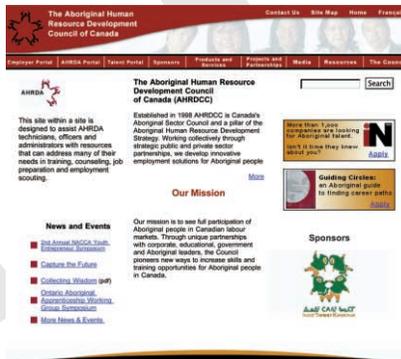


Networks of Change

First announced at the Champions Meeting on December 8th, Networks of Change is a sophisticated recruitment drive to create a circle of companies committed to the goals of Aboriginal Inclusion. The Council is writing and producing a series of training books called *Mastering Aboriginal Inclusion*. The companies in the Networks of Change group will trial test and help fine-tune these new tools.

A National Study into Aboriginal Recruitment, Retention and Advancement

Targeting organizations in the natural resources sector, this study is designed to survey Aboriginal employees and managers, asking them what they perceive as the primary obstacles and pathways to improved recruitment, retention and advancement of Aboriginal employees. An early survey instrument has been developed and tested by Ipsos-Reid.



The Council's New Website

The Council will soon be unveiling its revised website. Features of the new site include a page-per-page French version and special portals offering targeted knowledge tools to employers, AHRDAs and Aboriginal jobseekers. Visit the new site at www.ahrdcc.com.



A Message From Kelly Lendsay, President: The Slippery Rope, Part Two

In the last issue of this Report I wrote about a young lady, Diana, who kept, as she said, “slipping down the rope,” and who told me, “I’ve put a knot at the bottom of the rope. I’m going to hold on.”

Recently I saw Diana. She has gone back to school. I told her this is wonderful. She said it was not so wonderful. She was surprised and troubled that students treat her differently. One said to her, “How come there’s not more of you Native students here, with all that free tuition?” Another one said to her, “There’s only so many jobs. Don’t you think they should go to people who pay taxes?”

The students were not the only offenders. In class a professor made the statement, “I’m demanding a lot from you, I know. Some of you have part time jobs. Some of you have full time jobs. Some of you...” – and he stared straight at Diana as he said this – “are single mothers with six kids.”

This school, Diana rapidly discovered, was as cold and non-inclusive an environment as the most toxic workplaces she has known.

Diana is a single mother with a young son. After many efforts she has still not been able to attract one nickel from her band to support her education. “I paid for every class myself. I’m sixty thousand dollars in debt as a result,” she says. She then asked me if it would ever change.

In the last column, I discussed what is involved in making a workplace truly inclusive of people like Diana. But the workplace is not the only place that needs to become inclusive. Our schools, and indeed, all of our institutions need to become inclusive. If the experience of going to school each day is such a disappointment and source of anxiety for Diana, what could turn that around?

One of the surest guides I have found into these questions is *The ROI of Human Capital*, by Jac Fitz-ens. Essentially he asks: What are the features that make up a workplace where people thrive and what are the features that make up a workplace where people languish? For answers he turned to two of the longest-running studies into workplace satisfaction, one by the Gallup Organization and the other by the Saratoga Institute. Over two decades Gallup has interviewed more than 80,000 managers who explained why they had stayed. The Saratoga Institute took the opposite approach. In more than 70,000 exit interviews with people who had left 50 companies, the Saratoga Institute asked why people hadn’t stayed. The answers come

remarkably close to being the same.

According to both studies, workers stayed or left primarily for personal reasons – notably, when receiving – or not receiving – recognition, caring, mentoring, attention to their opinions, friendships in the workplace and opportunities for advancement and growth. They also stay – or leave – for job-related reasons, such as their expectations are met, that the job is a good fit for their talents, that their contribution is recognized as important, that they can work beside committed colleagues and that they have access to needed resources. I have listed “The 12 Most Important Things Employees Want” as a sidebar.

Two important insights emerge in Fitz-ens’s reading of these studies. First he discovered that the most important elements in a workplace are not the tasks that must be performed, but the fluid interactions between an employee and coworkers and, particularly, between an employee and the direct supervisor, that leads to the employee feeling valued or unwelcome. The second insight emerged from the tendency for opinions to be shaped by work groups rather than by a company. As Fitz-ens writes, “employees quit their supervisors, not the company.” In determining the inclusive character of the workplace, nothing is so critical as its managers.

How can we translate these insights into making our workplaces and classrooms more inclusive environments? We can begin by recognizing that the first requirement of a classroom or workplace is not the tasks it requires, but the human interactions that frame and guide these tasks. As Fitz-ens puts it, “Work is more a human interaction issue than a task issue.”

I said to Diana, “Those students need your guidance and assistance. If you are the role model of inclusion, you become the change that we are all seeking. Assert yourself, be respectful and do things to create an inclusive environment not only for yourself, but for others of your generation and for your son’s generation.”

As she listened, Diana nodded thoughtfully and said, “It will be like adding another knot to the bottom of that slippery rope.” Exactly.



The 12 Most Important Things Employees Want

From *The ROI of Human Capital: Measuring the Economic Value of Employee Performance* by Jac Fitz-ens

- Let me know what is expected.
- Let me have the resources I need to do the job.
- Let me have a job that fits my skills and talents.
- Show recognition of my contribution.
- Show that you care about me as a person.
- Guide and mentor my development.
- Show me that my opinions count for something.
- Let me see that the work I do has value.
- Let me work with committed co-workers.
- Let me make a close friend at work.
- Provide me with opportunities to advance.
- Provide me with opportunities for personal growth.

Special Report On The Trades

Skilled Trades: A Career You Can Build On

"Why is it," asks Keith Lancaster, Executive Director of the Canadian Apprenticeship Forum – Forum canadien sur l'apprentissage (CAF-FCA), "that over two-thirds of young Canadians still favour university over the trades?"

The answer is a self-perpetuating vicious circle. There's a negative perception that skilled trades involve hard physical labour, are dirty, less intellectually challenging and provide fewer opportunities. Parents and educators don't advocate for them, young people aren't aware of the opportunities they present and now Canada is feeling the effect of the labour shortage this imbalance is creating. For example, 45% of all tradespeople in the steel industry are expected to retire by 2006 (CFIB, 2003) and the manufacturing sector will need 400,000 workers

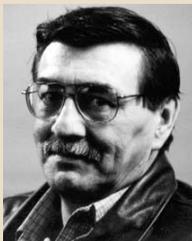
in the next 15 years due to retirement (Canadian Labour and Business, 2004).

To break the circle and make the trades a first-choice career option, CAF and Skills/Compétences Canada (S/CC), with financial support from Human Resources Skills Development Canada (HRSDC), have developed a national campaign called Skilled Trades: A Career You Can Build On. The campaign has two objectives: to change this negative perception of skilled trades and to encourage employers to hire and retain more apprentices.

"Our goal," says François Bélisle, National Executive Director of S/CC, "is to increase awareness about all

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A Mega-Success in the Trades: an Interview with Doug Golosky



Anyone who believes that an education in the trades does not make for distinguished successes later in life should be introduced to a Métis gentleman named Douglas Golosky. Golosky, a trade-certified welder from Fort McMurray, went on to found Clearwater Welding & Fabricating Ltd., now part of The Golosky Group of Companies. Today,

he oversees a workforce of a thousand people. His companies provide a variety of industrial products and services to clients in the oil/gas, oil sands, pulp/paper and construction industries.

The AHRDCC spoke with Doug shortly before he received the Best Achievement in Commerce Award at the Aboriginal Achievement Awards in Saskatoon March 31st.

What led you to establish Clearwater?

I worked as a welder for three companies. All three went broke and each time I was owed money. I thought that if I worked for myself, at least I could control what was going on.

What were the early days at Clearwater like?

Well, that was in 1984. We had two employees – my brother and my brother-in-law, whom I raised since he was ten years old. He's still with the company as an estimator. The biggest break we got was from an oil sands company that gave us the opportunity to bid on work. They told us that if we had to deal with labour relations and I didn't know where to turn, they would

help. Of course we had to do good work and provide a great product.

So you're going to keep growing?

Nobody can depend on yesterday's success. We're always going to look at what we can do to benefit our companies, respond to market needs, train our people and do things differently. We worked with the University of Waterloo on building 40-foot long pipe. I believe it was a world first. Now we have our very first joint venture with the largest pipe fabricator in the world in Baton Rouge, Louisiana. We're training young Aboriginal apprentices in welding and millwrighting at a facility we built in northern Saskatchewan. We hope to employ them eventually. So I guess the answer is "Yes."

What does success mean for you?

I find success when I see young people working. People who were labourers and couldn't hold a job and five years later they have a family and a trade. It doesn't matter if they're working for me or not or if they're Aboriginal or not. It just makes me feel good.

What's next for you and your companies?

There are some new ideas and new technologies we want to try. The industry can stand more computerization and automation. That's the future. So we'll work at merging people and computers to deliver better products and services. As for me, I'm 55 years old. As long as I have my health I'll be doing this for quite a while.

For more information on the Golosky Group of Companies, visit www.goloskygroup.com.

Spreading the News: the Aboriginal Youth Ambassador Program



Janet Riopel, President and CEO of CAREERS: the Next Generation

In a one-of-a-kind program nurtured in Alberta, Aboriginal Ambassadors are going into schools and speaking to Aboriginal youth about job, career and educational options. Janet Riopel, President & CEO of CAREERS: The Next Generation, says “Alberta’s booming economy could be doing even better if we could fill the jobs available to skilled tradespeople. The skills shortage is becoming desperate.”

CAREERS works with youth all over the province to help them discover the career opportunities that Alberta’s economy can offer them. The Aboriginal Youth Ambassadors engage students in the classroom and help them link their education to career pathways that will allow them to enter the workforce earlier. “Almost half of the Aboriginal people in Alberta are under 20 years of age, compared with 29% of the province’s overall population. These young people are our next generation of skilled workers,” says Riopel.

In 2004 CAREERS and the Aboriginal Youth Ambassador Program worked with over 300 high schools in over 200 communities and matched 1,409 students with close to 900 employers where they gained real work experience. Since CAREERS began in 1997 over 130,000 students have participated in career awareness and exploration workshops.

One of the sectors that CAREERS focuses on is the construction industry. According to the Alberta Construction Association, almost \$80 billion is slated for development projects in Alberta in the next four years. And that’s just one industry. Alberta’s trades’ requirements are growing more acute by the year. Electricians, plumbers and pipefitters are particularly in high demand.

“Young people have to understand that taking the right courses and finishing high school can lead them to career opportunities in their communities and elsewhere. They can learn skills that will benefit them through their entire lives,” says Riopel.

Students who want to pursue a career in the trades can register in the Registered Apprenticeship Program (RAP). With the right courses in hand RAP students, by the time they finish high school, will have enough experience to enter the second year of apprenticeship and post-secondary training. As a result, they will enter the workforce even earlier. The RAP Program is open to all qualified students.

“Corbin, I want YOUR job!”

This is what an Aboriginal student told Aboriginal Ambassador, Corbin Provost. Provost snapped back, “Then get yourself into a position where you can take it!”

Provost is one of the Aboriginal Youth Ambassador Program’s two ambassadors. He tells students wherever he goes, “The first step is getting your high school diploma because without that, you’re closing the door on just about any career.”

After the death of his father on the family farm a young Corbin had to make his own tough decisions. “Myself, I made a conscious choice that education is a valuable thing. I wasn’t going to be a negative statistic. I’m from an Aboriginal community and I live in one so I know what it’s like,” he says. “I try to be a role model for students.”

Wherever Provost goes he highlights the value of a high-school diploma for getting a job, especially in those trades that require specialized knowledge. As part of his work in schools he distributes the booklet “Step into the Trades,” which outlines the range of job opportunities in the trades, the wages, the qualifications required and where to get those qualifications. Provost gets students to select a sample trade and identify how they might tailor their course selections to make them eligible for further training. He then shows a video of a successful apprentice. If possible, he will bring in someone from the community who’s currently involved with the program. “When students see the difference it makes to a real, live person, it puts the whole program into perspective,” says Provost.

“By the time I’m done all these amazed faces stare back at me. I’ve just opened their eyes to a whole new world of jobs they never knew existed. And not just that, it’s a world they can access. When they tell me they want my job – that’s when I know I’ve made a difference.”

Provost tells of one young student who wanted to be a welder but didn’t see the point of showing up for class. Knowing there’s only one way to find out if the student really wanted to go into welding, Provost persuaded the school to put him in the trades program, despite his lackluster grades. Once in the shop atmosphere, the student excelled. “Finally,” finished Provost, “he understood what his education was about and how it could serve him.”

“That’s why the Aboriginal Youth Ambassador Program is a success,” says Riopel. “Because young people are smart, focused and they just go for it. With the right support, the right mentors and the right programs, these students can succeed in any area.”

The Aboriginal Youth Ambassador pilot project is now complete and the Program is beginning its second phase. For more information visit www.nextgen.org.

An Iron-Clad Career Move

Ironwork and Aboriginal people have historically made an excellent fit. For generations citizens of the Mohawk nation distinguished themselves for their nimble and fearless work on bridges and skyscrapers throughout North America. The tradition is alive and well; meanwhile, the need for Ironworkers has expanded dramatically. Who better to fill these positions than the people already renowned for their skills in iron and high steel?

In a model of trans-sectoral collaboration, the Construction Sector Council (CSC), the AHRDCC and the Ironworkers are introducing young Aboriginal people to the career opportunities in ironworking.

The upshot of this initiative is The Ironworker Aboriginal Career Awareness Project. The project is designed to raise awareness and connect Aboriginal young people to real career opportunities in ironworking. The project will be piloted in British Columbia. So far, a research phase has been completed and a strategy to guide the remainder of the project has been developed based on the research results to facilitate connections between young Aboriginal people and the ironwork industry. The networks are being established in BC with AHRDAs, Ironworkers,

and educators/trainers. Marketing materials are being created to promote career awareness to young Aboriginal people as well as to Elders, parents, teachers and others who are instrumental in influencing the career choices of Aboriginal students.

“The balance of partners is a key to the program’s success. The CSC brings in-depth knowledge about the industry,” says Jeff Norris, Co-ordinator/Training Instructor with the Alberta Ironworkers Apprenticeship and Training Plan. “The AHRDCC brings specific knowledge about the Aboriginal community to the table. Our own involvement will expand as we get further into the project and actually bring young people into apprenticeships. We have found a very nice way of looking for solutions that address everyone’s mandate. Really, this is a partnership between sector councils, government, industry and labour.”

Rosemary Sparks, Director of Projects at the CSC says, “We need to involve many groups... all the Aboriginal organizations involved in counselling about employment opportunities, the Ironworkers, the education system, the industry and the list goes on. Now that we’ve done the research and developed the strategy, the project is going to take off.”



As the project moves ahead Sparks envisions that the key players in BC will have significant roles in the implementation of the strategy. They have the expertise and knowledge of the Aboriginal and Ironworker communities in BC. Initially she sees them working with the CSC, the AHRDCC and the Ironworkers to identify how the three organizations can assist them and provide information and resources that will enable them to promote careers in ironwork.

Craig Hall, Chief Operating Officer at the AHRDCC, firmly believes this project is an excellent example of collaboration between the councils and other sectors. “The CSC sees a great business case here,” says Hall. “We can help it understand the supply side so our role is more supportive. We’re very happy with the partnership – it’s a well-structured approach to getting things done.”

Because of its collaborative structure and flexible model, the project is applicable to all trades. Any sector would be able to ‘plug in’ the specifics of its trades and work with its sector organizations to access the tremendous pool of Aboriginal labour. The project’s inherent flexibility means that it is driven, not by communications products, but by people working together, finding solutions and getting results.

“We really need to work together,” says Sparks. “Not only to identify the needs but to sustain the connection between youth and construction.”



Skilled Trades: A Career You Can Build On con't from page 3

the trades in all the regions. We're also building partnerships with equity groups that will specifically target women, Aboriginal persons, members of visible minorities and people with disabilities."

Says Craig Hall, Chief Operating Officer of the Aboriginal HR Development Council, "In our case, Kelly Lendsay sits on the CAF Board and participated in the planning. The campaign has researched the trigger points for people to go into a particular set of occupations and what the barriers are. That's what we're trying to address for Aboriginal people."

The Ekati mine and others in the NWT have created a growing demand for diamond-cutters. Although region-specific, the Council is hoping to influence young Aboriginal people to enter apprenticeships in trades such as this that don't involve them relocating far from their home communities.

As well, the campaign is developing partnerships with the private and public sector to extend its reach and value. Private sector partnerships include business, labour and their organizations, while public sector partnerships focus on schools, colleges, governments and community groups.

To reach its target audience the campaign uses media adverts and collateral material. For young people it favours television, cinema, radio and electronic outlets. For parents and educators, it has better reach in

publications such as *McLeans*, *l'Actualité* and *Canadian Living*. Brochures and posters are also being distributed that reinforce the messages and direct people to CAF's website containing in-depth information on skilled trades and apprenticeships.

The other facet of the campaign's target audience is employers – they're the ones who actually provide the apprenticeship opportunities. Messages to them present information on the hiring processes and the reality that apprenticeships are a long-term investment in their business's profitability and Canada's future economic stability. According to Bélisle, convincing more employers to hire and retain apprentices is crucial since 80% of the training for most trades is on-the-job under the guidance of journeypersons.

"Today's reality is that the trades are an excellent career choice," says Lancaster. "CTV recently interviewed a young millwright working at an auto parts plant outside Toronto. Before her training, she felt like a failure because she didn't go to university. Now, she's making a six-figure salary and loves her job. She's contributing to society, producing high quality parts for a Canadian industry and she's only in her twenties. It doesn't get any better!"

For more information, visit www.careersintrades.ca, <http://www.apprenticetrades.ca/en/> and www.skillsCanada.com.



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This project is funded by the Government of Canada's Sector Council Program.

Three Council Champions Speak to the Champions...

From the Sixth Champions' Meeting, December 7 & 8, 2004, at the Chateau Laurier in Ottawa

"We need to work in partnership..."

From comments by the Honourable Claudette Bradshaw, Minister of State, Human Resources Skills Development, to the Champions:

The theme that runs through the successful and forward-looking work that we're doing is partnership. To be on top of the ever-changing marketplace and remain current with the labour-market demand-side needs, we need to work in partnership to ensure the supply of, and demand for, labour are matched. We must continue to encourage partnerships between provinces, territories, sector councils, labour organizations, learning institutions and the private sector to create the skills and

learning opportunities that Aboriginal Canadians need to excel in the labour market.

It is always energizing and inspiring for me to be in a room with others who have the same burning commitment to the same goals. I greatly look forward to sharing ideas with you on new solutions for achieving those goals in the future.



"What needs to happen to radically accelerate Aboriginal Inclusion in Canada?"

From comments by Charles Coffey, Co-Chair of the Board of Champions, to the Champions:

This Champions' Event is a significant part of the Council's annual work plan. All of you will have an opportunity to increase your awareness of the Council; all of you will learn about new communications tools to enhance and extend Council messages to a wider audience; and all of you will become further engaged in the establishment of our Networks of Change initiative to improve Aboriginal Inclusion in the workplace. There's no doubt that the legacy of this event will be the development of influential networks of change. These networks will bring renewed focus and attention to the importance of Inclusion and to the need for positive attitudes and initiatives that support increased Aboriginal skills development, learning and employment.

What role should public and private business leaders play to help foster more positive attitudes about Aboriginal Inclusion in Canada? What are the challenges? What needs to happen to radically accelerate Aboriginal Inclusion in Canada?

We must build bridges to advance Networks of Change and Aboriginal Inclusion. After all, this is a room of Champions... a room which understands that trust, courage and leadership will help pave the way – a room that gets it. Let's make the connections!



"We've got to be willing to stick our necks out..."

From comments by Jim Carter, President and COO Syncrude Canada Ltd., to the Champions:

...in fact, because Syncrude has been willing to step in and influence the local labour market by supporting programs that encourage kids to follow their dreams, stay in school and learn a marketable skill, we have been very successful in meeting our business needs.

As one example, through a cooperative effort called the Aboriginal Apprenticeship Project, a project to which Syncrude seconded one of our Aboriginal employees, we have so far attracted 30 young Aboriginal apprentices in Fort McMurray alone, with six of them working at Syncrude.

As another, our involvement with the Aboriginal Careers Initiative at the University of Alberta has tripled – tripled! – the number of Aboriginal students graduating from the faculties of Engineering, Education, Business and Health Sciences. They went from 50 graduates in 1998 to 150 in 2003.

We've got to be willing to stick our necks out and be activists for Aboriginal inclusion. All of us here have great networks of influence and we need to engage in some gentle arm-twisting to bring people along to our way of thinking.



Why Enter the Trades? A Factsheet

- Skilled trades offer good pay, opportunity and respect.
- Investors prefer countries and production facilities with a large pool of skilled workers.
- In a 2003 study the Canadian Federation of Independent Businesses found 265,000 unfilled jobs across Canada.
- The CFIB study showed that 26% of businesses have at least one vacant position because they cannot find people with suitable skills.
- The first baby-boomers are due to reach retirement age by 2012. In 2015 almost half the workforce (48%) will be between the ages of 45 to 64.
- An estimated 913,000 skills trade jobs will open between 2003 and 2115.
- A journeyman certificate can lead to employment that provides an income level that is higher than the average income for all educational levels.
- According to the Conference Board of Canada, we could be short one million workers by 2020 because of an aging population and declining birth rates.
- Canada's future supply of skilled tradespeople is at risk because according to one survey, almost 50% of young people have said they would prefer university over apprenticing.
- Large capital projects intensify the need for skilled workers. According to one estimate, preparation for the Olympic Games in Vancouver will require 132,000 additional person-years of skilled labour.
- With more than 200 designated trades in Canada, there is a skilled trade for virtually any interest and aptitude.
- Apprenticeship favours those who learn something best by actively doing it. Approximately 80% of technical training is completed on-the-job; the remaining 20% is completed in-school.
- Trades often provide earnings substantially above average. For example, tool and die makers earn about 23% more than the mean average wage in Canada and electricians earn 16.5% above the average.
- More than 80% of skilled tradespeople work in one of the 45 Red Seal trades, enabling them to work anywhere in Canada.



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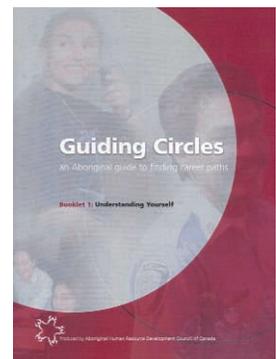
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For a full schedule, see
www.guidingcircles.com



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The National Report on Aboriginal Inclusion

Brought to you by the...

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