Making it Work!

On-the-job Training in Apprenticeship

An information guide prepared for employers, apprentices, and journeypersons involved in the on-the-job portion of apprenticeship

Canadian Apprenticeship Forum

The Canadian Apprenticeship Forum (CAF) is a partnership of labour, the Inter-Provincial Alliance of Apprenticeship Board Chairs (IPA), business, education, equity groups (women, aboriginal peoples, people with disabilities, and members of visible minorities), the Canadian Council of Directors of Apprenticeship (CCDA), and Human Resources Development Canada (HRDC). The primary objective of the CAF is to support apprenticeship as an effective training and education system.

The Board is made up of 34 members: nine representatives each from business and labour, ten from the Provincial/Territorial Apprenticeship Boards, two from the education and training community, and one from each of the four equity groups. Provincial/territorial and federal government departments responsible for apprenticeship matters are represented in an ex-officio capacity. The Board operates on the basis of consensus.

The CAF Chair will be held by each of labour, the Provincial Apprenticeship Boards, or business on a rotating basis.

The mandate of the CAF is to:

- *Support* the apprenticeship delivery systems across Canada;
- *Promote* apprenticeship as an effective training and education system that contributes to the development of a skilled labour force.

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Please note:
This guide addresses the basic principles of on-the-job training which apply to all trades. Provincial Trade Advisory Committees, National Sector Adjustment Service Committees, and Sector Councils are encouraged to adapt these basic principles to meet their own specific training needs.

Reference to the singular and masculine includes the plural and feminine as the context requires.

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Introduction

The purpose of this guide is to help make on-the-job training in apprenticeship successful for all involved. This guide was developed after extensive surveys and interviews with employers, journeypersons and apprentices across Canada. Surveys were distributed by the provincial directors of apprenticeship, industry associations, unions and sector councils. We asked for specific advice on how to make on-the-job training a success. We received hundreds of responses based on their workplace training experience. We assembled this guide with their practical suggestions – *they work*, and they make on-the-job training work!

What do we mean by best practices for on-the-job training?

Best Practices are proven effective – they work. Each industry and each job site is different. There is no single formula that applies to every situation. However, the following elements are integral to successful on-the-job training.

- Commitment to apprenticeship training – team work involving the employer, the apprentice and the trainer;
- The passing of knowledge and skills to the apprentice;
- Clear training objectives;
- Development of a training plan and schedule;
- Monitoring of the training program; and
- Fair and equitable treatment of all employees.

This guide provides examples of how to apply these elements to your on-the-job training. Not every suggestion will be suited to your needs. It is up to you to consider how best to apply these "Best Practices" for yourself.

Roles and Responsibilities of Apprentices, Employers and Journeyperson Trainers

Employer – It is your responsibility to provide an opportunity for the apprentice to learn his trade by offering a well-rounded, practical trade training experience. It is your responsibility to provide a safe learning environment and to encourage training at all levels. You set the example by fostering a work ethic conducive to training while minimizing productivity losses. You provide the fair and equitable treatment of all employees and recognize and reward excellence. You provide the foundation for the apprenticeship training and the continuum for passing trade skills on to the future.

Apprentice – It is your responsibility to know what is involved in your trade, to learn, to apply your skills and to serve your employer's productivity needs to the best of your ability. It is your responsibility to take control of your training, ask questions and seek answers. You are tomorrow's workforce. You are the future for your trade.

Journeyperson – Your trade skills were passed down to you by a journeyperson and now it is your responsibility to pass on your trade skills to the apprentice. You are responsible for providing appropriate supervision and honest feedback. It is up to you to have the patience to break tasks down into manageable components and teach the apprentice to the best of your ability. You play a key role in maintaining the integrity of your trade and building the workforce of tomorrow.

Best Practices for Employers

What can I do to foster the success of on-the-job training?

Training is an Investment!

Consider training as an ongoing investment in the future of your company and in the future workforce. Ultimately the better trained your personnel, the better your bottom line.

Training is Teamwork!

Involve your apprentices and journeypersons in all aspects of your business. Make them aware of your business objectives and include them as part of a team. Apprentices are motivated when they

feel they are an integral part of a growing progressive company.

Show Your Commitment!

Demonstrate your commitment to training by fostering a training culture in the workplace. Educate your staff on the value of training. Let them know that apprentices are a valued asset. Provide recognition of excellence. Display training certificates in a prominent place at the work site.

Get Involved!

Get involved with a provincial apprenticeship committee (PAC) or trade advisory committee (TAC) for your trade (contact your local industry association or apprenticeship branch). Your commitment to training is a step toward maintaining the integrity of the trade.

What can I do to maximize productivity while providing on-the-job training?

First, recognize that for meaningful training to occur, there will be some productivity cost. Remember that training is an investment. You need to allow sufficient time for training.

Motivation Breeds Productivity!

Foster team work and demonstrate a good work ethic. Give your employees authority and responsibility. Your confidence and trust in them will provide them the incentive they need to be a vital part of your business. Motivation breeds productivity.

Your Employees Are Your Greatest Asset.

Hire the right people for the job. Develop positive professional relationships with your employees. Set out clear expectations, recognize and reward when they are met and provide prompt feedback when they are not.

Consider a pay scale that rewards higher skills and excellence.

Consider assigning senior journeypersons who are motivated to do the training and leave supervisors and management personnel available to maintain productivity.

Show Them Your Business!

Take time to show your apprentices around the job site. Explain the nature of your business, how it works and how the apprentice fits into the

"bigger picture". If the apprentice understands the "business context' of trade skills you are more likely to benefit.

Involve Your Staff.
Have regular staff meetings which include apprentices and journeypersons. Keep everyone informed of business expectations, quality control, productivity and efficiency requirements. Involve the staff in the planning process of work duties.

How do I monitor the progress of on-the-job training?

Informal and Formal Monitoring.
Ideally there should be a balance between periodic formal performance reviews and informal daily observation and feedback.

Informal daily observation and feedback builds confidence and allows for prompt action wherever problems may occur. It is important for the apprentice to know where he stands.

Regular formal performance reviews involve the apprentice, the supervisor and/or the journeyperson for the purpose of:

- identifying strengths and weaknesses of the apprentice;
- identifying strengths and weaknesses of the training program; and
- determining training requirements.

Formal Monitoring Should be Documented.
The apprenticeship record books provide a checklist of skills. A fair and objective assessment of the apprentice's competency in each skill area is essential for the apprentice to be able to progress in the trade. Formal performance reviews should be documented in writing and referred to in subsequent reviews.

Formal Monitoring Should be at Regular Intervals.
Formal evaluations can be done every 6 months, every 2-3 months or just prior to the completion of a training block. Regardless of the frequency that works best for your operation, these evaluations should be done consistently at regular intervals.

Formal Monitoring Does Not Need To Be Intimidating.
While formal performance evaluations are extremely useful, they can be intimidating for both the apprentice and the journeypersons/ supervisors involved. Try to keep the tone friendly to foster meaningful communication and feedback.

What level of supervision should I provide for the apprentice?

Apprentices Need Supervision, But Leave Room To Foster Independence.
There needs to be a balance between providing the supervision that is necessary for instruction and safety and allowing the apprentice to learn and work independently within the training program. The level of supervision will depend on the level of competency demonstrated by the apprentice.

At the early stages the apprentice will require almost constant supervision by a qualified journeyperson in his trade. As the apprentice progresses he will develop more confidence and will require less supervision. Your confidence and trust in the apprentice will go a long way to encouraging your apprentice to perfect skills independently.

Apprentices should be encouraged to work independently, but should never be left completely on their own. Some degree of supervision is always necessary.

Consider Assigning An Apprentice to a Mentor.
Apprentices should always work under the direction of and/or have access to a qualified journeyperson in his trade. Consider pairing the apprentice with a mentor that he can go to at any time for guidance and instruction.

A mentoring arrangement can work well as an apprentice receives a degree of consistency in his training. A unique professional relationship with the journeyperson develops as the journeyperson takes a keen interest in helping the apprentice succeed.

How can I ensure that the apprentice receives a well-rounded on-the-job training experience?

Not all employers are able to provide training in all areas of a given trade. Natural limitations occur because of the type of work that is done at any particular workplace. While employers are not expected to change their scope of work there are still ways to help the apprentice receive a well-rounded on-the-job training experience.

- Move the apprentice around. Vary his exposure to trade skills. Resist the temptation to keep the apprentice in one place, even if you benefit in the short term.
- Consider "job shadowing" where an apprentice moves around with an assigned journeyperson or "mentor".
- Use performance evaluation times to identify training requirements and respond accordingly by assigning the apprentice to different work areas. Keep up to speed with what the apprentice already knows and what his current training needs are.

- Keep your workplace up-to-date with the appropriate tools and technology.
- Consider "sharing" an apprentice with another employer who offers work experience in areas you can not.
- Encourage apprentices to take supplementary training courses/seminars as they come available. Your company will benefit from the knowledge gained.

Do I need to develop a training plan?

A detailed plan with rigid structure and timelines is rarely feasible in a workplace environment. However, a basic training plan with the following key components will go a long way to make your apprenticeship training program succeed.

- Identify skill requirements for your company.
- Work with the apprentice to identify his skill requirements.
- Work with the apprentice to identify and write down a clear set of training objectives. Be aware that not all apprentices learn at the same pace or in the same way.

- Examine your operation and determine how you are going to meet these training objectives. Where will your apprentice start? Will you move the apprentice around? How will you determine when the apprentice is ready to be moved? Will you require any outside training resources? Examine your personnel resources. Determine which journeypersons would be best suited as trainers/mentors. Allow for flexibility in the implementation of your training plan.
- Develop a strategy and timeframe for monitoring the training program. Include a blend of informal observation and feedback with formal performance reviews.
- Ensure an open line of communication between the apprentice, the journeyperson(s) and yourself.

What do I do if I think an apprentice is not suited to the trade he is learning?

This can be a real problem because you do not want to waste your investment. However, before making a hasty decision, consider that it takes time for an apprentice to overcome confidence issues and get settled in the trade. You might be inclined to terminate the apprenticeship agreement before the apprentice has had enough time to overcome the initial "breaking-in" period.

Sit down with the apprentice and have an open and frank discussion. There may be issues affecting the apprentice's ability to focus on training. Be patient with apprentices as they adapt to the trade. Find out what is wrong and work with the apprentice to solve the problem.

If the apprentice really is not suited to the trade have a frank discussion about alternative career options. Perhaps he would be better suited to a different trade or another aspect of the industry. Encourage the apprentice to seek counseling through the Apprenticeship Branch, local joint apprenticeship committees or other organizations that provide counseling for adults.

This problem can be avoided altogether by having a "probation period" prior to entering into an apprenticeship agreement (usually 3 months).

How do I ensure that journeypersons are training effectively?

Allow Time For Instruction.
Allow journeypersons sufficient time to teach and ensure that the apprentice is learning!

Know Your Journeypersons.
Make it a priority to pair apprentices with qualified journeypersons who take training seriously. Your best journeyperson may not be inclined to teach.

Consider setting up a one-on-one arrangement with a designated journeyperson as a "mentor" who is always available to the apprentice. Journeypersons who are mentors often take a special interest in the success of the apprentice.

Recognize coaching abilities of your journeypersons. Offer training in workplace coaching to journeypersons.

Select journeypersons with good communication skills and consider personality types when matching with apprentices.

Involve journeypersons in the development of the training plan. Get them to "buy into it" and want to be a part of it.

Recognize that some journeypersons may lack confidence in their ability to teach or are just not suited to the role of instructing.

Encourage Your Journeypersons To Upgrade Training.
Encourage your journeypersons to take upgrading courses. If they are up to date in their training and receive positive training experiences, they are likely to be better trainers.

Keep In Touch.
Keep your finger on the pulse of what is going on at the job site. Talk to the journeypersons and apprentices. Handle issues as they arise. Do not let troubles fester.

Recognize Excellence.
Provide recognition to journeypersons who train. Consider special compensation for trainers.

How can I eliminate harassment at the job site?

Understand what harassment is and what it is not. (See Understanding Harassment section of this guide.)

Educate your staff about harassment and what constitutes unacceptable behavior.

Establish and display a written company policy of zero tolerance of harassment. Set up company guidelines and enforce them.

Educate your staff about the vital role that everyone plays in the success of the business. Set an example of fair and respectful treatment of all employees.

What can I do to support equity group apprentices?

Be sensitive to some of the common issues which face equity groups in the workplace.

Don't allow the posting of any type of offensive/sexist/racist material around the job site (for example pin-ups, jokes that belittle a certain race, etc.)

Develop mentor relationships among apprentices and journeypersons. The one-on-one relationship that develops can provide a supportive environment for the equity group apprentice.

Employers of small operations can reach out to and/or encourage equity group apprentices to seek support from industry associations, unions, joint training boards, apprenticeship branches, or community/equity groups.

Larger corporations can have personnel with human rights/equity training and a sensitivity for difficulties faced by members of equity groups to act as trouble shooter/liaison/support person.

What other things can I do to support the on-going training of apprentices?

Encourage Supplementary Training. Keep current trade magazines, reference books, manuals, training literature and/or videos available in a common area.

If someone takes a course, have him deliver an informal seminar on what was learned.

Have on-site training seminars, include management and trainers.

Offer incentives for additional training. Provide recognition. Display training certificates in a prominent place.

Encourage apprentices and journeypersons to explore remote access training courses (using alternative delivery methods such as the Internet, CD-ROM, interactive videos, etc.).

Be willing to provide some flexibility in apprentice work schedule to allow for training opportunities.

Encourage Academic Upgrading if Necessary.
Encourage apprentices in need of basic academic skills upgrading to take night courses or continuing education. If language is an issue, encourage apprentices to take Vocational English as a Second Language (VESL) training.

Best Practices for Apprentices

What can I do to make my on-the-job training work for me?

You are the driving force behind your own training program. If your apprenticeship training is going to work, you are going to have to make it work. You are going to have to be responsible for motivating yourself to succeed. It is up to you to apply yourself to your trade to the best of your ability. Apprenticeship is a learning exercise – apprentices need to seek-out information.

- Know what is involved in your trade. Consult your apprenticeship record book, talk to a representative at your local apprenticeship branch, talk to employers, union representatives or a representative of a local employer association for your trade.
- Know what tools you require for your trade (if applicable) and acquire them.
- Be selective about employers and what they have to offer. Select employers that have a reputation for providing excellent training. Ask employers about their reasons for apprenticeship training.
- Accept that experience pays off in the long run – don't expect high wages.
- Keep busy, look for work. Show initiative. Recognize your employer's need for productivity.
- Be reliable and conscientious. Don't miss time. Go the extra mile.
- Apprentices need to work with a variety of personality types. Understand this and don't be oversensitive to criticism.
- Ask questions, keep asking, ask until you have the answers.

How do I monitor the progress of my on-the-job training?

- Apprentices should maintain a personal training journal of jobs done and skills learned. A successful apprentice takes notes, and keeps track of his achievements. You can never remember everything.
- Your apprenticeship record book contains a list of major skill areas associated with your trade. This is an extremely useful tool for you and your employer to monitor where you have achieved competency and where you still require additional training.
- Be an active participant with your performance evaluations. Your employer may ask you to self-evaluate.
- Communicate regularly with your trainer, employer and/or joint training board counselor (if applicable). Seek out feedback, find out where you stand.

How can I ensure that I receive a well-rounded training experience?

- Know your trade! Use the apprenticeship record book to keep track of which skills you have learned and identify training needs.
- Take notes. Maintain a journal with a record of the type of training you have received. Use this journal to assist your employer in planning for future training.
- Your employer should give you regular performance evaluations and you should be monitored informally on a daily basis. Take advantage of these times to talk to your employer of your training needs. If you have been working in the same area for any length of time, ask to be moved.
- Participate actively with your employer or union/ joint training board in developing a training plan.
- If your employer is limited in the scope of work offered you might consider seeking experience at a different workplace. This can be accomplished by asking your employer, union or joint training board to “lend” or assign you to another employer

so you can round out your training experience. If this is not possible you may wish to consider changing employers.

What can I do if I feel I might not be suited to the trade in which I am training?

Be Patient.
It takes time to adjust to working in a trade. Think hard about why it is you feel unsuited. Is it the work environment? Would you be better off in a different trade or some other component of the industry?

Be Honest.
Understand that every day you remain on-the-job as an apprentice costs you and your employer money. Talk to your employer.

Get Help.
Your employer might be able to provide you with some career counseling and help steer you in a more suitable direction. Your local apprenticeship branch, joint training board, or union may also provide you with some advice.

What can I do to obtain the support I need for supplementary training?

Make it Worthwhile for Your Employer to Support You.
Your employer recognizes the value of training but you have to demonstrate initiative and ability before he will support you in any further training opportunities. Show your employer that you have a lot to contribute.

Look Out For Training Opportunities.
Be aware of skills upgrading courses/seminars. Be prepared to take courses on your own time.

Check your local community college. Some unions offer excellent supplementary or upgrading training programs. Manufacturers of new products also offer training programs. Some colleges offer distance learning opportunities using the Internet, CD-ROM or interactive videos. Keep up to date with what is available in your area and take advantage of every opportunity.

Ask for Support.
Some employers will subsidize your course fees if you successfully complete the course and if you can demonstrate that the course is relevant to

your training requirements. Others may offer the flexibility in your work schedule so you can afford the time for extra training.

What should I do if I have a problem with my on-the-job training experience?

Talk to your supervisor/employer.

- Apprentices should insist on periodic written formal performance evaluations (minimum frequency should be at end of each training block). Formal performance evaluations provide important verification that you are progressing to the next level of your training.
- You can also contact the Apprenticeship Branch nearest you for additional support, career counseling and direction.
- Some unions and industry associations can offer support.

What can I do if I feel I am not being treated fairly?

Be aware of your rights and responsibilities.

- Understand what harassment is and what it is not (See understanding harassment section in this guide).
- Your employer should have an open-door communication policy, and you should feel free to approach your employer directly with any difficulties you might encounter.
- Talk to your local union representative or joint training board counselor.
- Apprentices should report serious problems that they cannot solve to their local apprenticeship branch.
- You can also can seek support from community/equity groups in your area or contact your provincial Human Rights Commission.

Best Practices for Journeypersons

Why should I train an apprentice?

By providing training you play an essential role in maintaining the integrity of your trade.

What can I do to improve the quality of training I provide to the apprentice?

Demonstrate Maturity.
Journeypersons and/or supervisors should demonstrate mature attitudes toward safety, respect and sensitivity to apprentices.

Treat apprentices fairly and with the respect they deserve as fellow human beings.

Understand the Basic Principles of Instruction.
Don't assume that the apprentice knows what to do. Try to break tasks down into step-by step processes and take the time to teach and make sure the apprentice has learned.

For an apprentice to learn you first have to explain what is to be done, then show how it is done and let the apprentice do the task at hand.

Develop Your Coaching Skills.
If you feel you lack the confidence to be a trainer you can develop skills in this area by seeking out "train the trainer" programs or participating in any workplace coaching skills programs that might be available. Discuss your confidence level as an instructor with your employer.

Be Patient.
Remember that there is no such thing as a "stupid question". If an apprentice asks a question it is because he does not know the answer. It is your job to explain until the apprentice understands.

Remember too that not everyone learns in the same way. Some people process information differently than others. If you are not getting through, try another tactic. Understand and accept that sometimes there are different ways of doing the same task.

Provide Feedback.
Provide continuous constructive feedback on how the apprentice is doing. If an apprentice has not done a job right take the time to show him/her what was done wrong.

Be an active participant in providing performance reviews for the apprentice. Use the record book as a guide to evaluate competency in each major skill area.

Provide objective, open and honest feedback on how the apprentice is progressing. Passing an apprentice when he has not truly demonstrated competency ultimately compromises the integrity of your trade.

Evaluations should involve an assessment of how well the apprentice has progressed since the previous assessment – not just how well the apprentice has been doing within the last week or so. Consider the apprentice's overall performance.

Remember Where You Came From.
Remember where you came from and how it was when you went through the program. How were the journeypersons you trained with? See if you can do an even better job. You set the example for how your apprentices will train the next generation of recruits.

Get Involved!
Get involved with a provincial apprenticeship committee (PAC) or Trade Advisory Committee (TAC) for your trade (contact your local union or apprenticeship branch). Your commitment to training is a step toward maintaining the integrity of the trade.

Understanding Harassment

What is Harassment?

Harassment means, in basic terms, any improper behavior directed at another that is offensive to the recipient and that the perpetrator knows or ought reasonably to know would be unwelcome.

It includes objectionable conduct, comment or display made either on a one-time or continuous basis that demeans, belittles, or causes personal humiliation or embarrassment to the recipient.

It includes harassment within the meaning of the *Canadian Human Rights Act*, i.e. harassment based on the following prohibited grounds of discrimination: race, national or ethnic origin, colour, religion, age, sex, marital status, family status, disability or conviction for an offense for which pardon has been granted.

Sexual harassment means any conduct, comments, gesture or contact of a sexual nature, whether on a one-time basis or in a continuous series of incidents that:

A) might reasonably be expected to cause offence or humiliation to the recipient; or

B) the recipient might reasonably perceive as placing a condition of a sexual nature on employment or on an opportunity for training or promotion.

Abuse of authority is a form of harassment and occurs when an individual improperly uses the power and authority inherent in his position to endanger an employee's job, undermine the performance of that job, threaten the economic livelihood of the employee, or in any way interfere with, or influence the career of the employee. It includes intimidation, threats, blackmail or coercion.

Sample Training Plan

The following is an outline of a training plan. It can be used in the development of a training plan for your workplace.

1. Identify Training Objectives

Employer:

I would like _____ (*Name of Apprentice*) to be better trained in the following areas:

1. _____
2. _____
3. _____
4. _____
5. _____

Apprentice:

I have looked at my apprenticeship record book and in the next _____ (*specify time period: month, three months, six months, etc.*) I would like to have more work experience in the following areas:

1. _____
2. _____
3. _____
4. _____
5. _____

2. Training Action Plan

Employer/Apprentice/Journeyperson:
In consideration of the needs of the employer and the apprentice, we have agreed that in the next _____(*specify time period*) we will focus training in the following major skill areas:

1. _____
2. _____
3. _____
4. _____
5. _____

Supervision:
The apprentice work under the direction of:_____
(*Name journeyperson*)

Identify the level of supervision required: (For example: close, periodic, at the completion of each task etc.)

_____

_____

Communication/Performance Indicators:
Identify strategies to be used for monitoring work and giving feedback. (For example: daily informal communication between the apprentice and the journeyperson/supervisor; weekly site meetings, monthly performance reviews, etc.)

1. _____
2. _____
3. _____

Best Practices Checklists

Employer Checklist for Best Practices

As a quick check to see if your training program is working as well as it should, you might ask yourself the following questions:

Have you:

- ❒ Identified your training objectives?
- ❒ Showed the apprentice around the workplace, explained your business objectives your expectations of the apprentice?
- ❒ Worked with the apprentice and the journeyperson in developing a training plan?
- ❒ Developed a plan for monitoring the progress of the training plan (involving both informal and formal monitoring)?
- ❒ Kept in touch with the journeyperson and the apprentice and have your finger on the pulse of what is going on at the job site?
- ❒ Educated your staff on the value of training and the need for apprentices on the job site?
- ❒ Demonstrated your commitment to training (by visibly displaying training certificates and providing recognition for excellent employees)?
- ❒ Encouraged supplementary training where applicable (posted information about courses/seminars, encouraged staff to upgrade training)?
- ❒ Had regular staff meetings to address training issues and update training goals?
- ❒ Shown sensitivity to some of the issues facing members of equity groups and taken care to ensure that *all* employees receive fair and equal treatment?
- ❒ Maintained an open-door communication policy with all of your staff?
- ❒ Considered establishing an apprenticeship committee of peers in the workplace?

Apprentice Checklist for Best Practices

As a quick check to see if your on-the-job training program is working as well as it should, ask yourself the following questions:

Have you:

- ❒ Oriented yourself to the trade you have chosen and do you know what your trade involves?
- ❒ Considered training options and approached the employer most likely to provide you with the best workplace training opportunity?
- ❒ Consulted your apprenticeship record book and kept track of where you have achieved competence and where you still require training?
- ❒ Participated with your employer, employer association, union, or joint training board in developing a training plan?
- ❒ Developed and continued to maintain a personal training journal where you keep notes about what you are learning?

- ❒ Taken the lead in meeting your training objectives by asking questions, seeking answers and working diligently for your employer?
- ❒ Kept up to date on supplementary training opportunities and taken advantage of those that would really help you in your trade?

Journeyperson Checklist for Best Practices

As a quick check to see if the on-the-job training program is working as well as it should, ask yourself the following questions:

Have you:

- ❒ Understood what is expected of you as a trainer and participated with your employer and the apprentice in developing a training plan?
- ❒ Demonstrated mature attitudes toward safety, respect and sensitivity to apprentices?

- ❒ Followed logical procedures for teaching an apprentice (explain task, demonstrate procedure, answer questions, supervise work, provided constructive feedback, allow time for practice)?
- ❒ Provided daily constructive feedback to the apprentice and taken the time to show the apprentice how he can do his job better?
- ❒ Participated in the performance evaluations of the apprentice in a fair and meaningful way considering the apprentice's overall performance between evaluation intervals?
- ❒ Recognized that apprentices are students and co-workers, not cheap help?

Apprenticeship Branch Offices

Nunavut
Adult Learning and Post Secondary Services
Department of Education
Government of Nunavut
P.O. Box 390
Arviat, Nunavut X0C 0E0
Phone: (867) 857-3050
(867) 857-3062
Fax: (867) 857-3090
www.gov.nu.ca/education.htm

Northwest Territories
Department of Education Culture and Employment Programs
Government of the Northwest Territories
P.O. Box 1320
Yellowknife, Northwest Territories
X1A 2L9
Phone: (867) 873-7553
Fax: (867) 873-0200
www.learnnet.nt.ca

Yukon
Advanced Education Branch
Department of Education
Government of the Yukon Territory
1000 Lewes Boulevard
P.O. Box 2703
Whitehorse, Yukon
Y1A 2C6
Phone: (867) 667-5298
Fax: (867) 667-8555
www.gov.yk.ca

British Columbia
Industry Training and Apprenticeship Commission
4946 Canada Way
Room 220
Burnaby, British Columbia
V5G 4J6
Phone: (604) 775-3036
Fax: (604) 660-7294
www.itac.gov.bc.ca

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10th Floor
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10155 – 102 Street
Edmonton, Alberta
T5J 4L5
Phone: (780) 427-8765
Fax: (780) 422-7376
www.tradesecrets.org

Saskatchewan
Apprenticeship and Trade
Certification Commission
2140 Hamilton Street
2nd Floor
Regina, Saskatchewan
S4P 3V7
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Toll free: 1 (877) 363-0536
Fax: (306) 787-5105
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Manitoba Education,
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Apprenticeship Branch
Norquay Building
1010 – 401 York Avenue
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R3C 0P8
Phone: (204) 945-3337
Toll free: 1 (800) 282-8069
Fax: (204) 948-2346
www.edu.gov.mb.ca/
apprenticeship

Ontario
Workplace Support
Services Branch
Ministry of Training,
Colleges and Universities
17th Floor – Mowat Block
900 Bay Street
Toronto, Ontario
M7A 1L2
Phone: (416) 326-5608
Fax: (416) 325-6162
www.edu.gov.on.ca

Québec
Emploi-Québec
Tour de la Place Victoria
800, rue du Square Victoria
27th Floor
P.O. Box 100
Montreal, Québec
H4Z 1B7
Phone: (514) 864-3928
Fax: (514) 873-2189
www.mess.gouv.qc.ca
(English site under
construction)

New Brunswick
Apprenticeship and
Occupational Certification
Department of Training and
Employment Development
470 York Street
First Floor, Room 100
Chestnut Complex
Fredericton, New Brunswick
E3B 5H1
Phone: (506) 453-2260
Fax: (506) 453-5317
www.gnb.ca/dol-mdt/
apprenticeship/index.htm

Prince Edward Island
Department of Education
P.O. Box 2000
Charlottetown, Prince Edward
Island C1A 7N8
Phone: (902) 368-4460
Fax: (902) 368-6144
www2.gov.pe.ca/educ/
continuing/apprenticeship

Nova Scotia
Apprenticeship
Training Division
Department of Education
P.O. Box 578
Halifax, Nova Scotia B3J 2S9
Phone: (902) 424-5651
Fax: (902) 424-0717
www.apprenticeship.
ednet.ns.ca

Newfoundland
Newfoundland and Labrador
Department of Youth Services
and Post-Secondary
Education
P.O. Box 8700, 3rd Floor
Confederation Building
West Block, Prince Philip Drive
St. John's, Newfoundland
A1B 4J6
Phone: (709) 729-4750
Fax: (709) 729-5878
(709) 729-3669
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116 Albert Street, Suite 701
Ottawa, Ontario K1P 5G3
Fax: (613) 235-7117

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