



British
Columbia
Construction
Association

[CULTURE_SHIFT: PLANNING THE FUTURE OF TRADES TRAINING AND APPRENTICESHIP IN BRITISH COLUMBIA]

Published August 2013

This document was prepared by George Douglas of Windsor Park Consulting.

The British Columbia Construction Association (BCCA) is an employer-based construction association. Together, the BCCA and its four regional associations represent more than 2000 businesses active in the industrial, commercial, institutional and multi-family residential construction industry. Membership services include educational programs, employee benefits programs, technology tools for bid and project management (BidCentral), employment and recruitment programs (STEP and FSWBC), and advocacy to ensure British Columbia's construction sector remains strong.

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EXECUTIVE SUMMARY

This document was developed on behalf of the British Columbia Construction Association (BCCA).

The British Columbia Construction Association is the largest representative of construction companies in BC, with four regional associations collectively engaging over 2000 members. The BCCA provides critical business services to its member companies, including recruitment and employee benefits programs, online planrooms, procurement technology, and expert services. The BCCA is an influential provincial and national advocate on industry issues.

BCCA member companies employ over 75 percent of the apprentices in the construction industry. The organization has a keen interest and strong history of supporting trades training, playing an active role in training issues on behalf of its member companies and continuing to promote and support future growth and development of the system.

This paper was commissioned to promote discussion with regard to the next evolution of the BC trades training system; of promoting an understanding of the core elements of the training system and their functions; and, to propose a series of next steps for moving forward.

The BCCA is interested in working collaboratively with government, industry, and other key participants to develop a multi-year plan for the future growth and development of the trades training system. This would include development of a future vision for the system; the development of strategic and operational plans; and identifying appropriate investment decisions for the trades training system.

If the trades training and apprenticeship system is to remain relevant to the needs of industry, employers, and the system at large, it must stay abreast of the times by adapting to new technologies, evolving business practices, and fluctuating economic activity. The paper makes two core assumptions: that the demand for skilled workers will continue to be strong in the future, and that the supply of skilled workers will diminish as a result of changing demographics.

The thesis presented in this paper suggests that if industry is to continue to have access to a pool of skilled workers going forward, the training system will need to adopt a more proactive approach to planning the future evolution of the training system than has been utilized in the past. It is also suggested that the training system will need to evolve towards a model which places greater emphasis on recruitment and retention, and a model which sustains the system's training capacity and increases its ability to respond to changes in demand.

In this paper, a series of concepts are presented in order to inform discussion regarding the next evolution of the training system. The paper discusses issues at strategic, policy and operational levels; underscores the importance of understanding the relationship between these domains; and

emphasizes the importance of taking all three areas into consideration as part of the strategic planning process.

A number of themes repeat throughout the paper including:

- sustainability of training capacity
- recruitment and retention of trainees and apprentices
- the maintenance of core trainee/apprentice capacity
- responsiveness to changes in demand
- an integrated approach to strategy, policy, and operations and administration

Each of these themes is discussed and the concepts and ideas which support them are embedded throughout the various elements of the document and in the suggested strategic plan.

This paper has been developed with a view to inform discussion with regard to the future evolution of the trades training system in British Columbia. The general theme underpinning the issues discussed is that, in order to continue to be successful in the future, the philosophical and strategic approach to trades training and skills development will need to move towards a more sustainable and proactively responsive model. The issues discussed, concepts presented, and strategies proposed are central to this thesis.

The focus is principally on strategic and policy issues. However, where appropriate, operational and administrative issues are discussed and recommendations made. A proposed strategic plan is presented. The plan reflects the concepts discussed and proposes a series of strategies that place a higher emphasis on maintaining core capacity within the training system and improving completion and retention rates of trainees.

The approach taken is to identify the core elements of the training system; to describe their functions; and to present possible changes for consideration. The trades training and apprenticeship system is a complex environment involving activities ranging from financial and strategic planning to customer service and administration. In the course of fulfilling its responsibilities, the system also interacts with a broad spectrum of organizations, employers, and individual participants. Discussion of the core elements is undertaken to describe each element and its function; to illustrate the degree to which the elements interrelate; and to provide context for the larger discussion. One of the concepts that underpin the paper is the integration of planning and operations. The paper integrates strategic, policy, operational and administrative issues and highlights the importance of considering these elements collectively as changes in one area will have an effect on each of the other elements of the system.

Final recommendations are outlined on pages 31 through 34 of this document.

SYSTEM MODEL

The schematic on page six provides a graphical representation of the BC trades training system. The model identifies key participants in the system and illustrates relationships, reporting protocols, and communication liaisons. This model, currently used in British Columbia, was designed to enable industry to play a direct role in providing leadership and strategic direction for the training system.

The model is based on the creation of Industry Training Organizations (ITOs) who assume a leadership role on behalf of their individual sectors, as engagement and consultation is one of the primary responsibilities of an ITO.

This task is accomplished via a range of mechanisms and varies between each ITO. ITOs have also undertaken a range of operational and administrative responsibilities. These include activities such as program development work, industry consultation, and the promotion and marketing of trades training. In British Columbia, the Industry Training Authority (ITA) functions as an arm's-length agent of government, with its own legislation under the Industry Training Authority Act.

Reporting relationships are shown via arrows in the schematic. Liaison between the Ministry, the Board of Governors, and management is maintained to facilitate communication and consultation. The Industry Training Organizations report directly to the ITA organization via a fee-for-service contract arrangement.

Also, a liaison or communication mechanism is maintained between the Board of Governors and the Industry Training Organizations. Funding is provided to the ITA via a letter of expectation from government. The ITA provides funding to the Industry Training Organizations via a fee-for-service contract.

Each element of the system model will be discussed individually. A number of changes or modifications to the overall model are made within the body of the paper. These include the suggestion that, going forward, the role of the ITOs should change to focus principally on providing industry leadership, and providing input, guidance, and recommendations on issues such as strategy and policy.

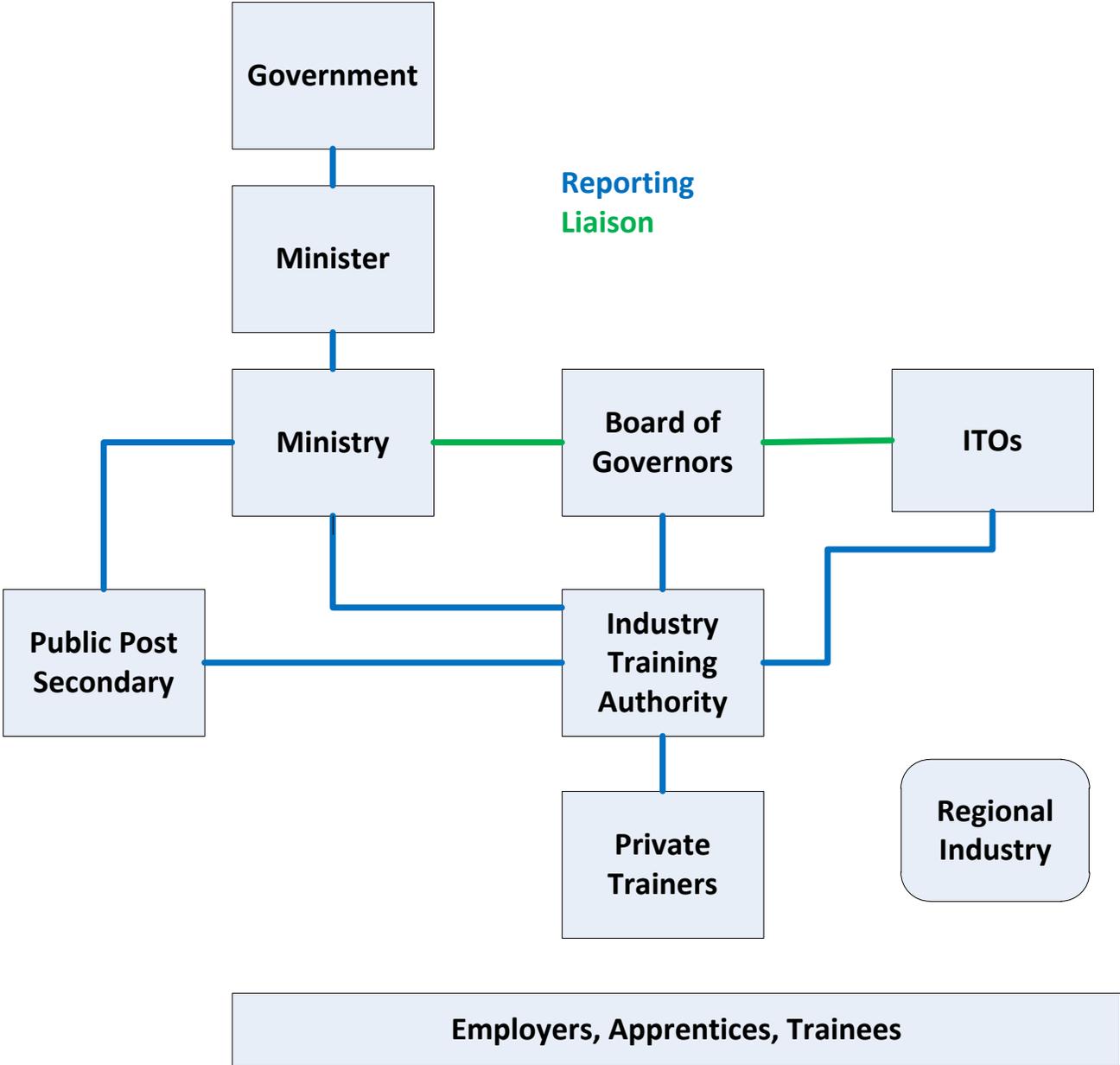
It is suggested that operational and administrative activities should be centralized within the ITA. It is also suggested that an additional level of industry engagement be employed at the regional level. A dialogue box has been added to the graphic to illustrate the relationship and reporting protocols related to this addition. It is suggested that industry program advisory groups associated with post-secondary institutions throughout the province should be engaged to fulfill this role.

INDUSTRY

Much discussion and debate has taken place over the years with regard to the definition of which individuals or groups are considered to be "industry". For the purposes of this paper "industry" is defined as employers, apprentices, and trainees.

A series of recommendations or next steps are suggested that are intended to inform future strategic planning and to illustrate what the next stage of evolution for the training system could be.

TRAINING SYSTEM MODEL



FUTURE VISION AND DIRECTION

DISCUSSION

In the coming years, the British Columbia trades and apprenticeship system will face increasing pressures which include the loss of skilled workers due to increased retirements, and increasing technological complexity in the workplace. As access to an adequate pool of skilled workers becomes more challenging, the focus of the training system will need to change if it is to remain relevant. Issues such as sustainability of core training capacity, as well as recruitment and retention of apprentices, trainees, and skilled workers will assume a higher priority.

While the core functions (maintaining training programs relevant to industry's needs and providing evaluation and credentialing mechanisms for apprentices and skilled workers) will remain constant, a long-term vision for the system will need to be developed to target the development of effective recruitment, retention, training, and credentialing capacity. Consideration must also be given to developing and implementing strategies to maintain core training capacity in the system which can be sustained through periods of low economic activity when capacity traditionally diminishes.

There seems to be little doubt that British Columbia will face increasing challenges meeting the need for tradespeople and skilled workers in the future. Much debate has taken place with regard to how to overcome the problem with action being taken in a number of areas. However, it is unlikely that the set of circumstances that created this situation will change significantly in the future, and difficulties accessing skilled workers will be a constant going forward. Accessing an ongoing supply of skilled workers for British Columbia will require a number of approaches and no single approach is likely to overcome the challenge of providing a supply of skilled workers. At the heart of the problem lies the need for a philosophical commitment to developing a sustainable training system based on a long-term vision to support the solution.

NEXT STEPS

The BCCA will work collaboratively with government, industry and other key participants within training system to develop a long term vision, and multi-year strategic and operational plans for the training system.

Such a strategic plan would reflect the concepts of industry leadership, core capacity, sustainability, and responsiveness presented in this paper. The model would also embrace the notion of focusing change activities in key areas and identifying manageable goals and objectives. It is understood that the model presented here would form a basis for discussion and would not be exclusive of additional concepts or initiatives.

BOARD GOVERNANCE

DISCUSSION

Board governance is central to the effective operation and success of the trades training and credentialing system. Effective, relevant, and transparent board governance is a basic requirement if the training system is to find support from industry and to foster trust and participation with other stakeholders. The training system Board of Governors is responsible for a wide range of tasks and activities on behalf of the training system and its users including:

- maintaining an effective relationship with government
- setting the strategic direction for the organization
- creating and maintaining effective working relationships with industry
- establishing and overseeing fiscal management and accountability mechanisms for the allocation of government funds
- developing policy with regard to training and credentialing issues
- supporting transparency and open communication with system participants

Clarity is key with regard to whatever governance model is adopted by the training system Board of Governors. Traditionally, the approach for governance of the trades training system has been that the Board should be oriented on policy, and not operational administrative activities. It is the Board's responsibility to identify the model they adopt, and to communicate how this will affect their activities.

It is vital that the Board represent the interests of the industrial and trades training community in a fair and equitable manner. The Board has a responsibility to establish mechanisms to seek input and advice from participants at all levels of the trades training system. It is incumbent on the Board to establish consultation and advisory mechanisms which allow the system's users to access and provide input into issues such as strategic direction, board policy development, and operational and administrative issues.

It is incumbent on the Board of Directors to create an operating environment which supports the concepts of transparency and clarity in terms of its policies and operating practices. It is important that the Board is accessible and responsive to issues brought to their attention, and that those issues are addressed and resolved in a timely manner.

The Board is responsible for establishing future direction for the training system. To be effective, it must create and implement a strategic planning process which is accessible to the participants at all levels of the system. The Board must also establish a policy framework to support issues such as financial management, procurement, human resources, establishing goals and objectives that

support future strategic direction, the development and granting of credentials, and general administration of the training system.

NEXT STEPS

The appointment of directors to the Board responsible for the trades training and apprenticeship system should be accomplished via a transparent mechanism. Participants in the training system and community at large must have a clear understanding of the role the Board plays, of director responsibilities, and of the mechanisms to that are employed to select and appoint directors.

The make-up of the Board should, ideally, reflect British Columbia's varied industries. Criteria should be established for selection and appointment of directors that reflect articulated director skill sets, sector alignment, and geographical representation.

The skillsets and experiences required of potential directors should be established and published as part of the selection and appointment process. Given the complexity of British Columbia's varied industries, it is important that directors bring skills and experiences to the Board which will support effective operation of the Board. Skill sets may include but are not limited to:

- board governance experience
- experience employing and training apprentices and skilled workers
- trades qualifications
- financial management credentials or experience
- legal expertise

Board selection criteria, selection process, and mechanisms to become involved in system governance should be made openly available to be successful.

SYSTEM MANAGEMENT & RELATIONSHIP TO GOVERNMENT

DISCUSSION

Management of the BC trades training and apprenticeship system encompasses a broad range of responsibilities, often operational or administrative. The two highest-level responsibilities which guide the system include the management model for the system, and Board governance.

Historically, two approaches have been employed in British Columbia to provide management and oversight of the training and apprenticeship system. In the past, this has included assigning the

responsibility to government ministries, typically falling within the areas of Advanced Education and Labour. More recently, management of the system has been assigned to arms-length government entities such as commissions or training authorities.

The core responsibilities and mandate for both organizational models has contained similar elements including providing leadership for the system; strategic planning; managing and assigning funding to support training and credentialing processes; industry engagement, communication, and consultation; maintaining provincial and national standards; creating and issuing credentials; and managing the administrative mechanisms and processes that support industry, employers, apprentices and trainees.

Considerable debate has taken place over the years regarding the most effective management approach. It has been argued that placing responsibility for the training and credentialing system within a government ministry limits the ability of industry to provide input on policy issues or to participate in strategic planning and guiding future direction. It has also been suggested that distancing the decision-making process from government creates potential for the training organization to drift away from government direction, resulting in strategic and policy conflicts.

Both approaches have their relative strengths and weaknesses. Arguably, either model can function effectively. The success of either approach will be determined by the organization's ability to provide leadership; to take strategic action; and to engage, communicate, and develop working relationships with key players. The underlying premise in BC has been that the trades training and apprenticeship system should be led by industry, as industry involvement, leadership and benefit lies at the heart of the system. One of the key considerations in developing a future management model is that it should effectively facilitate industry consultation, engagement, and leadership.

NEXT STEPS

It is suggested that the existing system management model ("training authority") should be maintained in the short to medium term. A review of the current model and its relationship to government should be undertaken as part of the strategic planning process. It is important that stability be maintained in the training system as consideration is given to how the system will evolve going forward. The training and credentialing system is complex, influencing a broad range of issues and activities. Change should be made incrementally wherever possible, in order to ensure that the ongoing administration of the system is not negatively impacted and that employers, trainees, apprentices and other participants are not disadvantaged.

It is important that the management model be structured to accommodate continued change in the industrial and business landscape. The model must support and integrate with the training system's strategic direction and its goals and objectives. The outcome of the model review should lead to modifications to bring the management model in line with strategic future direction.

It is crucial for the success of the training system that the management model and organization's relationship to government function effectively. Issues influenced by factors outside of the trades training system – such as the allocation of capital monies – should be taken into consideration as part of the review process. Strategic planning and capital funding are discussed below.

ROLE OF INDUSTRY

DISCUSSION

The role of industry is central to the success and future development of the trades training and apprenticeship system in British Columbia. Trades training in BC is based on an on-the-job training model where over 80 percent of skills training take place on the jobsite. Industry is at the core of the training model and must take (and be seen to take) a leadership role to guide and support the system. Industry leadership could be characterized as inclusive of a broad range of activities, responsibilities, and accountabilities within the trades and apprenticeship environment. These activities and responsibilities are discussed below, though this list is not exhaustive.

Industry participates in the governance process for the training system at the provincial level. This has traditionally been accomplished via participation on the governing Board of Directors. At this level, industry is charged with providing input to government and the training system with regard to issues such as future strategic direction, changing technologies, business practices, as well as local, national and international industry trends and needs. Industry representatives also provide input and guidance regarding the development and implementation of policy issues which may have system-wide implications. Industry is also best positioned to advise government and the training and credentialing environment with regard to future need at the strategic level, including mechanisms or measures which could be taken to establish and verify future needs. Input on skills and training anticipated for the future would also be provided at the strategic or policy level.

Industry leadership and participation in the training system also takes place at other levels across the system and the province. Part of industry's role at the governance level is to support and guide the establishment of a system wide and/or regional advisory structure to provide input at the ground level. This would include advising on issues such as training and manpower needs at the local or regional level; defining quantity and scope of demand; identifying skills requirements; providing demographic data; and providing input on quality and standards requirements.

Industry participation in the training system will bring credibility and accountability to governance and leadership of the system. It brings accountabilities for industry participants to ensure advice provided to government and the training system is reasonable, and that goals are realistic and achievable. There is a responsibility to provide a transparent governance process based on a functional advisory framework and guided by high moral and ethical standards of practice.

NEXT STEPS

The role of industry in the trades training and apprenticeship system should be considered as part of a long-term strategic planning process. Discussion should focus on issues such as:

- developing a vision for the role of industry in trades and apprenticeship training
- identifying the value and contribution that industry brings to the training system
- defining the role that industry will play going forward
- developing a leadership/guidance/advisory structure that will motivate industry to take an active role in the future development of the trades training and apprenticeship system

ENGAGEMENT & CONSULTATION

DISCUSSION

Engagement and consultation is fundamental to operation of the training system to provide advice and recommendations including (but not limited to) future direction of the industry, changing business practices, technological innovation and training and credentialing requirements.

In order to maintain currency with the needs and demands of industry, employers, educators, trainees, apprentices, and other participants in the system, functional linkages to these groups must be established and maintained. Engagement and consultation is one of the most vital activities undertaken by the training system – also one of the most difficult tasks to accomplish effectively. A number of different approaches have been employed in BC to facilitate engagement and consultation. These have included the establishment of trade-specific advisory and consultation groups and sector advisory groups and organizations.

This paper takes the position that the approach best suited to the task is based on the concept of sector-based representation. Such organizations would be tasked with representing the needs and interests of their specific sectors. This would include providing input and advice on a range of issues at both the strategic and operational levels including taking a leadership role on behalf of their sector; future direction and strategic planning for the trades training system; future direction for sector specific training; the ongoing management of a specific trade or group of trades; training and credentialing standards; and a range of other issues related to the delivery of training.

Such sector groups should also be charged with responsibility for facilitating consultation and communication within their sector. This may also include regional consultation and seeking input and feedback from system participants at the ground or operational level.

A mandate document and schedule of responsibilities for sector groups should be developed to articulate roles and responsibilities to be undertaken by these groups, and accountabilities which will apply. In the interest of clarity and transparency, it is recommended that such documents be published prior to establishment of these organizations. Each sector group should have a Board of Governors populated by industry participants who are representative of their sector. It is suggested that the process for selection of directors for each sector group follow the same format employed to identify and appoint directors for the overall management of the training system. Each sector group should be provided with core staff and funding to support their operations and activities.

NEXT STEPS

In order to be effective, engagement and consultation must function effectively at a number of levels. Going forward, as challenges facing the system become more complex, a more focused approach to engagement and consultation will be desirable. The following three stages of engagement, consultation, and communication are suggested for consideration.

At the highest level, the Board of Governors represent the interests of industry, employers, apprentices and trainees, skilled workers and educators. The Board is best positioned to address issues at the strategic and policy level which are relevant to the system and the province. An engagement and consultation strategy to facilitate Board interaction with system participants should be embedded within the Board's mandate.

Industry sector organizations should be established to focus on industry leadership, engagement, consultation and communication with participants within a specific sector. The sector organization's Board make up should be structured to mirror the profile of the authority Board to the greatest extent possible, with mandate and funding models drafted to support these activities.

Administrative and organizational activities of these organizations should focus on supporting the organization's principal roles as well. A third level of consultation and engagement at the regional level should be considered to provide input and feedback to the industry sector organizations. It is suggested that the provincial advisory system which provides advice and input to the public post-secondary training system may provide a viable option to fulfill this role.

Community colleges and institutes are required by legislation to establish and maintain advisory groups to provide industry input into their trade-related programs. This mechanism is established with advisory groups operating in training institutions across the province. It is suggested that this structure be used to develop a more comprehensive regional advisory mechanism with linkages to the industry sector organizations and the provincial governing organization and Board of Directors.

Currently, periodic reviews of trades programs are undertaken to ensure BC's training programs are consistent with needs in BC and to align with national standards where required. The review process occurs every three to five years depending on requirements of a specific trade. Review groups often consist of industry and trade practitioners. Recommending participants to participate in trade-specific review groups would fall naturally within the mandate of the sector organization best positioned to reflect the needs of their specific sector. It is recommended that management and administration of these reviews would be managed centrally by the governing organization.

STRATEGIC FOCUS

DISCUSSION

The development of a strategic plan that reflects the future vision of the training system is fundamental to its success. The presented strategies reflect the concepts of maintaining core capacity and ensuring an ability to respond to fluctuating needs and are central to the future direction for the system. Both strategic and operational issues are addressed within the scope of the plan. Organizational growth and change are identified as strategic initiatives to ensure that each of the areas of activity within the organization including strategic, operational, and administrative are aligned. Undertaking organizational change concurrent with implementing system wide strategic initiatives will present operational challenges. Organizational considerations are discussed in more depth below. The overall approach and strategies are presented as a framework for discussion by the system leadership and participants.

CORE ELEMENTS OF STRATEGY

The most fundamental driver of the trades training and apprenticeship system is economic activity. Traditionally, the demand for skilled workers and the availability of on-the-job training opportunities for apprentices and other trainees has been significantly influenced by industrial and commercial activity. Historically, the training system has reacted to changes in demand, based on currently-available data and requests from industry. This results in shortages of skilled workers during peak periods of activity and an oversupply during periods of low activity. This cycle has problematic implications for employers seeking skilled workers and for trainees and apprentices seeking to complete their training and pursue their careers. The cycle also presents challenges to the training community in terms of rapidly increasing and decreasing capacity.

No models or mechanisms currently exist that can predict or forecast future demand with an acceptable degree of accuracy. It is unlikely that such a model is forthcoming in the foreseeable future. The only predictable constant is that change will take place and demand for skilled workers will fluctuate accordingly. A more realistic approach to solve this dilemma is to recognize this as a reality and to focus on developing the system's capacity to respond more quickly when needed.

OPERATIONAL/ADMINISTRATIVE MODEL

The operational model for the training system supports all elements of the training and credentialing system. It is important that the operational model is aligned with the philosophical direction established for the system by government, the Board of Governors, and the system at large.

The current model supports activities that include self-service support mechanisms for employers and apprentices; the management of Industry Training Organizations (ITOs); the devolvement of operational activities to ITOs; the management of Interprovincial Red Seal responsibilities; and planning and funding for foundation, apprenticeship, high school and other related training programs.

If the system evolves to accommodate the concept of maintenance of core capacity and a move to a more support-oriented operational model, the centralization of administrative functions will have a significant impact on operations. While it is fair to say that strategy and policy are the main focus, the majority of activities within the training system take place within operations. The implications of such change should not be underestimated.

Following the development of a future strategic plan, a business plan to migrate the operational model to support the strategic goals and objectives should be developed. A core element of the business plan should be the allocation of sufficient time and resources to implement the plan.

NEXT STEPS

An operational and administrative model should be developed which will support the goals and objectives of the system's future strategic plan. The characteristics of the model should reflect the philosophical and policy objectives of the plan, and should accommodate mechanisms which support the principles embedded in the plan.

Provision should be made to support change in the participant support model as discussed below. The present support model is based on the concept of self-help or self-service. Accommodating the concepts of sustainability and maintenance of core capacity in the system may require the introduction of more proactive support mechanisms or structures. These issues should be considered as part of the planning and budgeting process.

A detailed business plan should be developed to support the transition to the new operational/administrative model. This should include process planning, transition issues, communications, human resources issues, budgetary considerations and timelines. An implementation schedule should be developed to provide realistic time frames for completion.

INDUSTRY ENGAGEMENT & CONSULTATION MODEL

Industry leadership is at the core of the trades training and apprenticeship system in British Columbia. The training model in BC is principally an on-the-job training program with approximately 80 percent of the training taking place at the worksite. Three levels of industry leadership, engagement, and consultation are suggested for development as part of the strategic planning process going forward. The three models below are presented as concepts for discussion.

The Board of the provincial organization charged with responsibility for managing the system (the ITA, currently) should represent industry at the governance level. A description should be developed of the role and expectations of directors, a skillset matrix, and a selection and appointment process which reflects the diversity and make up of British Columbia's industries. Directors should be able to represent their sector of the industry and bring a regional perspective to the leadership and governance table.

The ITO model currently operating in the system should be modified to provide input on behalf of the sectors they represent. The mandate of ITOs should be modified to focus specifically on consulting with and providing input on behalf of their respective sectors. Terms of reference for each organization should be developed to ensure clarity of purpose with regard to the role the ITO will play and the expectations and limitations of its mandate. The ITO mandate would centre principally on strategic, policy, and program standards and credential issues. The model contemplates the provision of support for a Board of Directors, an executive director and appropriate research and/or support staff. Guidelines for the selection and appointment of directors should be developed based on the ITA model. Operational and administrative tasks currently assigned to ITOs should be managed centrally by the ITA. Operational and administrative issues are discussed in greater depth below.

A third level of consultation should be established to provide regional input and consultation to the training system. A model already exists within the post-secondary system that could be readily adapted to fulfill this role. The feasibility of providing linkages between this network and ITOs to provide regional input should be explored, and if found to be feasible, should be actioned as part of the system strategic plan.

POLICY FRAMEWORK TO SUPPORT STRATEGIC AND OPERATIONAL ACTIVITY

The development of a strategic plan designed to support changes in the trades training and apprenticeship landscape will require the development of a policy framework to support implementation. The policy framework should address the full scope of issues that will be actioned in implementing the strategic plan and should be harmonized with already existing policies. The framework should address issues including the creation and granting of credentials; financial management; procurement; the development of program standards; the management of the annual schedule of foundation, apprenticeship, high school and other training delivery mechanisms; and industry engagement and consultation. The list of policy issues that should be considered is

extensive. The items identified above are examples provided to illustrate the type of issues that should be addressed.

It is important that the process to develop policy be transparent and accessible to industry, employers, apprentices, skilled workers, educators and the community at large. A policy development process that supports these objectives should be established as part of the strategic planning process.

One of the themes that underpin the overall approach presented in this paper is integration of strategic, operational, and policy issues. It is important that as the strategic plan is developed that policy and operational issues are taken into consideration and concurrently developed. Alignment of the core operating elements of the system should be established as one of the goals of the strategic planning process.

APPRENTICE / TRAINEE AND SKILLED WORKER RECRUITMENT AND RETENTION

One of the concepts discussed under [Future Vision](#) is that greater emphasis will need to be placed on sustainability, recruitment, and retention of trainees, apprentices, and skilled workers. This is based on the premise that, as the pool of available skilled workers diminishes, recruiting and training new workers and retaining existing skilled workers will assume more significance in terms of the supply/demand equation.

Many issues which affect the supply of skilled workers – such as retiring baby boomers – are beyond the control of influence of the training system. Recruitment and retention of skilled workers is one area where there is capacity to influence outcomes; this may be a strategic area of focus.

It is suggested that this strategy focus on developing an integrated approach to hiring and retaining trainees and apprentices. The strategy would focus on issues such as the relative success rates of trainees and apprentices based on their prior training and entry point into industry. Historical data indicates that prior training, previous experience, and an individual's entry-point into the system significantly influences completion rates for apprentices and trainees. These types of data and outcomes should be studied, and should form the basis of strategy to promote best practices in hiring trainees and apprentices.

ORGANIZATIONAL CONSIDERATIONS

The concepts presented in this paper will have an impact on the training system's operational model. The suggested approach to issues such as industry leadership, engagement, and consultation would require a centralized approach to managing operational and administrative functions.

Currently, activities such as standards development, credentials evaluation and customer service (to some extent) are managed on a shared basis between ITOs and the ITA. A move to focusing ITO activities on industry engagement and consultation and the centralization of administrative

functions would trigger a change in the organizational model. Centralizing operational and administrative activities would create operational efficiencies and simplify communications for both the central body and the ITOs. It is suggested that the benefits of this type of change would outweigh costs involved in implementation. As noted previously, this type of change should be undertaken as part of a larger strategic plan and coordinated with activities in the other elements of the system.

RELATIONSHIP POLICY & STRATEGY TO OPERATIONS

DISCUSSION

As the system moves to develop a new strategic plan it is crucial that the Board of Governors and senior staff have an understanding of the relationship between the strategic activity; policy development and implementation; and operational and administrative issues. In an environment where a shift in focus or significant change is taking place, it is important that the strategic aspirations of the organization are aligned with policy and operations.

The development of a set of strategies or policies at the governance level needs to be balanced with operational capacity and administrative realities of the organization. History has shown that in many cases, strategies and policies approved by Boards do not realize their full potential, or fail to be implemented based on lack of understanding of what can be accomplished administratively. This type of issue is typically compounded when such policies involve multiple organizations or participants in the system. The implications for this type of misalignment can be significant and it is in the best interests of the training system to ensure that this type of understanding is promoted throughout the organization and the system at large.

CHANGE MANAGEMENT

DISCUSSION

The concepts discussed in this paper are based on the premise that in the future the training system may experience a change in strategic direction or one or more of the core elements of the system may experience a change of emphasis.

The trades training and apprenticeship system influences a wide range of organizations and individuals. The type of changes discussed in this paper can have far-reaching consequences for all participants in the system. Making changes in this environment, if it is to be successfully implemented, must be planned carefully and implemented in a transparent, meaningful and progressive manner. It is suggested that the type of change discussed in this paper should be implemented over a multi-year time frame and be based upon a clearly articulated business plan.

Key to the success of such a changing agenda is to develop and communicate an understanding of what realistic expectations may be. The trades training and apprenticeship system provides service to – and interacts with – a wide range of organizations, employers, and individuals who each have their own agenda and expectation of the system.

Given the complexity of the trades training operating environment, it is unlikely that, in the course of the changes discussed in this paper, that expectations of all system participants can be met. It is recommended that key areas of activity should be identified (no more than five); that actions be focused exclusively on these areas; and that this be communicated through the training system operating environment. It is important that, in the interests of maintaining the organization's reputation and credibility, all actions promote a clear understanding of what can and cannot be accomplished within the scope of the change process.

PARTICIPANT SUPPORT MODEL

DISCUSSION

The support model discussed under this section refers to the service model adopted by the provincial training system to provide service and support to industry, employers, trainees, apprentices, skilled workers, educators, and other participants in the system.

The operational model currently employed by the training system is based on the concept of self-help or self-service. Administrative and information systems are structured to enable users of the system to access web-based mechanisms to facilitate registration, track workplace hours, and to trigger completion of training and granting of credentials. It is suggested in this paper that the concepts of recruitment and retention of skilled workers, the sustainability of core capacity, and the maintenance of core training capacity assume a higher priority within the training system.

If this concept is adopted, an evaluation of the current operational model should be undertaken. It is important that the operational model reflect the organization's strategic direction and goals. The model must contain mechanisms and processes which will support the system's strategic direction, and must have the operational capacity and resources to accomplish its intended purpose. It can be

anticipated that placing higher emphasis on issues such as sustainability and recruitment and retention of trainees, apprentices, and skilled workers will require change in the operational model.

While self-service may be retained as an underlying principle, it is likely that proactive strategies will be required to support core training capacity and trainee recruitment and retention. Proactive support strategies may include mechanisms such as the establishment of regional advisory or information centres, and the provision of apprentice/trainee coaches.

The final model may evolve into a hybrid of both self-service and proactive support. A change in the operational support model will affect a broad spectrum of activities, processes, and resource requirements. This area should be carefully planned and implemented progressively as part of the organization's strategic change process.

NEXT STEPS

Conduct a review of the participant support model as part of the strategic planning process, to determine how the current model aligns with the goals and objectives of future strategic direction.

Develop a participant support model which will accommodate the system's future direction and accommodate the introduction of combined self-service and proactive support for participants.

Explore options for the establishment of regional access to information and support for apprentices, employers, and other participants in the training system.

Develop capacity to provide trainee, apprentices coaches to support training system participants.

SYSTEM TRAINING PLAN

DISCUSSION

The system training plan refers to the annual and multi-year schedule of classes which support on-the-job training model for apprentices, foundation, high school, and other scheduled training programs. The training plan is a key component of the training system. The majority of funding provided to the training system by government is committed to supporting these programs that provide training for over thirty thousand apprentices on an annual basis.

Management of the training plan is a complex undertaking. To effectively manage the plan requires an in-depth understanding of the delivery system, comprised of 15 public colleges and institutes, 15 private training delivery organizations, and the issues that have an impact on or affect the training system. Total annual funding for the system is in excess of \$80 million. Scheduling of foundation

and apprenticeship classes is based on demand and is informally linked to the number of apprentices in the system and individual training institutions' waitlists.

The most significant factor influencing the development of the annual schedule of classes is economic activity which has a direct effect on the number of apprentices in the system. The number of apprentices in the system follows economic activity and the demand for skilled workers. The number and scheduling of classes has historically followed the economic trend. The cyclic nature of the demand cycle presents challenges to the training community in terms of maintaining training capacity through the low end of the cycle and increasing delivery during the high end. If training capacity is lost or diminished beyond a certain point during the low end of the cycle it can become difficult to re-establish when demand increases. This is particularly the case in the Interior and Northern regions of BC and in small or niche programs where the number of trainees is modest. Such fluctuations in demand present serious challenges to the training system in terms of ability to make long-term commitments for capital replacement and to maintain core training capacity.

One of the themes presented in the Future Vision discussion above is the maintenance of core capacity in the training system. While it is not possible to predict the frequency or depth of economic fluctuations and their effect on the training system, there may be value in exploring strategic or policy options to limit the negative impact on training capacity and to support the maintenance of core training capacity in selected regions or program areas.

It is suggested that the first step in this process should be the development of a statistical model which reflects historic economic activity in the province, overlapping training delivery throughout the full spectrum of the economic cycle. Data gathered from this exercise could be used to develop a policy framework to determine and maintain core training capacity in key regions of the province and/or in key training programs.

NEXT STEPS

Develop a statistical model that reflects historical, economic and training delivery activity.

Complete an analysis to determine the historical impact of the economic cycle on the training plan, schedule of classes, and identify potential financial and operational impacts. The analysis and findings of historical data should be used to inform discussion with regard to maintaining core training capacity in the system.

Create a policy framework that will support the maintenance of core training capacity during low levels of activity.

Develop a multi-year plan to address the maintenance of core capacity in training delivery. The plan should address issues such as capital replacement and the funding of apprenticeship, foundation, and other core programs which are fundamental to the system.

CAPITAL FUNDING

DISCUSSION

Capital funding to support training infrastructure is provided to public post-secondary institutions by the provincial government and is allocated via ministry policy guidelines. Capital funding is used to support purchase and maintenance of facilities, equipment, and instructional delivery systems which support skills, trades and apprenticeship training throughout the province. Over 90 percent of the volume of trades and apprenticeship training in the province is provided by the public post-secondary system. It is important that these organizations have the capacity to keep pace with technological change, and provide an educational and training environment which is current and relevant to industry standards.

One of the key considerations with regard to the allocation of capital funding is alignment between the capital and training delivery funding. Over the last 10 years, allocation of capital funding and training delivery funding has been managed by different branches of government. Capital funding has been consistently managed by the Ministry of Advanced Education. Delivery funding has been provided by arms-length government organizations, currently the ITA.

Historically, it has been shown that the allocation of capital and training delivery funding from different funding sources can lead to a disconnection in planning for future facility and equipment needs. The concepts put forward in this paper suggest that, in the future, issues such as sustainability of training capacity and the ability to respond more effectively to changing demand driven by changes in economic conditions as well as the requirements of industry, employers, and other system participants will adopt a higher priority for the training system.

Essential to the success of this approach is the implementation of an integrated management and administrative model for the training system. The integration of capital funding allocation into the strategic planning process and the coordinated management of capital funds would realize valuable gains for the training system over time.

NEXT STEPS

Capital funding will play an important role in the future development of the trades training system. Planning for capital funding allocation should be considered carefully as part of an overall plan for future development. It is recommended that the future allocation of capital and training delivery funding be addressed as part of the strategic planning process.

A long term plan for the capitalization of the training system should be developed to ensure that facilities and training infrastructure keep pace with changing technology and the needs of industry.

SUSTAINABILITY OF TRAINING CAPACITY

DISCUSSION

“Training capacity” refers to the number of trainees that the training system can produce as well as the diversity and quality of training that can be delivered across the system. Training programs are delivered by both public and private training providers. Public sector training organizations include public post-secondary community colleges, institutions, and universities. Private training organizations include not-for-profit industry associations, trade unions, joint boards and for-profit training organizations.

The training system is funded based upon an annual training plan or schedule which provides funding for delivery of foundation or pre-apprenticeship classes, including high school programs and apprenticeship training classes. This is based on the number of registered trainees and apprentices, with the final training plan negotiated between the training providers and the ITA.

The number of trainees and apprentices who make themselves available for (or express interest in) training is influenced by a number of factors. The most significant impact on the demand for training is the level of economic activity and the related demand for skilled workers and apprentices. Fluctuations in demand can have a profound effect on training institutions and organizations. Typically during periods of low economic activity and industry demand, the volume of classes is diminished. Where reductions in delivery are significant, the sustainability of a program or program delivery in specific locations may be compromised. As demand for skilled workers and apprentices increases during an increase in economic activity the training delivery system is called upon to expand training capacity and accelerate delivery.

One of the core elements of a sustainable trades training and credentialing system is stability (with regard to training capacity), and an understanding of how the training system is able to respond to demands of industry and employers and/or to weather economic cycles. Achieving sustainability in the training delivery system over the long term is linked to issues such as capital funding, integrated management and system administration, strategic direction and policy development.

NEXT STEPS

It is suggested that sustainability of training capacity be discussed as part of strategic planning and that a long-term plan to support stability in training capacity be developed. It is important that this issue, consistent with the notion of taking an integrated approach to evolving a future model, be considered in conjunction with the other factors that affect training delivery. This is consistent with the notion of adopting an integrated approach to developing the training system model.

RESPONDING TO CHANGES IN INDUSTRY DEMAND

DISCUSSION

Maintaining the ability to respond to changes in demand from industry and employers is one of the core responsibilities of the trades training and apprenticeship system. Historically, the system's response to changes in industry demand has fallen into areas such as increases or decreases in the number of scheduled apprenticeship and foundation classes; and increasing or decreasing promotional activities in support of careers in industry and the trades.

Economic activity is the primary driver of demand in the system. As no model currently exists to predict future levels of activity to any degree of acceptable accuracy, such measures must continue to be reactive. While it is not feasible to predict future demand, analysis of historical data of both economic and training activity could be used to illustrate the type of outcomes that can be expected at various points in the demand cycle and could be used to assist in future planning.

An examination of the trends during a downward cycle in demand would provide examples of outcomes such as any reduction in overall numbers of active apprentices; an increase or decrease in demand for apprenticeship classes; and changes in the number of new apprentice registrations. An examination of outcomes during an increase in economic activity and demand for skilled workers and apprentices would illustrate what outcomes could be expected. The analysis of this type of information could form the basis for the development of a series of strategies to improve the training system's ability to proactively respond to changes in demand.

NEXT STEPS

It is suggested that the concept of creating strategies to improve the training system's ability to respond to changes in demand from industry and employers be considered part of the development of a future strategic plan.

Identify indicators in the economic cycle that can trigger pre-determined policy or operational options. Such options could include increasing or decreasing training delivery capacity and/or scheduling back to back apprentice training during slow periods of activity.

RECRUITMENT AND RETENTION

DISCUSSION

Recruitment and retention refers to the mechanisms and processes deployed to recruit and retain new or existing trainees and apprentices in the trades training system. If demand for skilled workers holds steady in the future, higher emphasis will need to be placed on recruitment and retention of new trainees and apprentices. If supply of skilled workers is declining, it would be logical to minimize losses of existing trainees and apprentices.

The level of economic activity and related industry demand for skilled workers is the main driver in recruitment of new trainees and apprentices. While it is not possible to predict future economic activity and industry demand, there may be value in developing strategies to minimize the loss of trainees and apprentices during low periods of activity and to improve completion rates overall. A number of studies have been completed to examine why trainees and apprentices drop out of the system or fail to complete their training and be credentialed. These studies could provide core data for development of a future strategic approach to this issue. It is suggested that development of strategies to improve retention and completion rates should focus on replicating success.

NEXT STEPS

Create a long-term recruitment and retention strategy for trainees and apprentices. This would best be accomplished as part of an overall future strategic plan for the training system.

Develop a recruitment model which reflects the characteristics and conditions shown to result in high levels of completion. Create a process to communicate the elements of successful completers to employers, trainees, apprentices, high schools, and the training environment at large.

Seek to align this approach with strategies to support growth and development of the training culture within British Columbia industries.

TRAINING CULTURE

DISCUSSION

Organizational or industrial culture has been described as one of the fundamental forces which shape and influence the trades and apprenticeship environment. Culture has a profound effect on the workplace, on the training process, and its outcomes. Culture is credited with influencing issues such as the success of trainees and apprentices; productivity; quality of work; organizational growth and stability; and a range of other factors related to organizational and individual achievement.

A comprehensive examination of industrial or workplace culture and its effect on trades and apprenticeship training is beyond the scope of this paper. Discussion is intended to present a definition or definitions of culture, to identify what are considered the core elements of organizational culture, and to identify culture as a topic worthy of consideration in planning for the future evolution of the trades and apprenticeship training system.

Industrial or training culture is complex. Each organization operates within its own environment and is shaped by a unique set of characteristics and influences. Creating an inclusive definition for culture and presenting a comprehensive list of the elements of culture is not realistic. Ultimately, each culture will have its own make up and influences. A large body of literature has grown up around the issue of organizational or industrial culture. The definitions and elements or components of the culture discussed below are generic and have been selected from the literature to create a framework for discussion.

DEFINITION

A broad range of definitions of culture have been created over the years. At the generic level culture could be defined as:

A set of shared beliefs, values, and customs that exist within a group of people; that influence attitude, behaviour, and achievement; that are passed on from one generation to the next and are resistant to change over time.

ELEMENTS OF CULTURE

Culture is often described as being multi-layered. Opinions differ with regard to the number of layers and their relative influence on culture as a whole. The model described below relates specifically to the trades training environment and contemplates five layers. This paper does not argue the veracity of this position; it simply presents the model as an example for discussion.

The five commonly-accepted elements include artifacts, patterns of behaviour, behavioural norms, values, and fundamental assumptions.

ARTIFACTS

Artifacts have been described as patterns of behaviour that are observable manifestations that reflect and perpetuate underlying norms, values, and assumptions.

Artifacts are generally considered to be physical manifestations and products of a culture. This would include such things as training facilities, certificates of training success, graduation ceremonies, and the involvement of important figures in training environment such as training leaders.

PATTERNS OF BEHAVIOUR

Patterns of behaviour could be described as observable activities that have an influence on organizational or training culture. These would include activities such as decision making, communication, employee orientation (reflecting underlying beliefs and values), and creating a link between training, career development and advancement.

BEHAVIOURAL NORMS

Behavioural norms are often described as the beliefs held by members of an organization or group that guide or influence their actions. Behavioural norms have been described as emerging from previous experience and to have been subject to cultural reinforcement. Behavioural norms may include activities such as support for training; the creation of training mechanisms and structures; the linking of training to advancement; the provision of feedback and support to trainees; and the reinforcement of the value of training by organizations.

VALUES

Values have been described as a belief or set of beliefs which are important and lasting, that reflect what is considered to be desirable (or undesirable), and which are shared by members of an organization or group. Values are considered to influence personal behaviour and attitude and to serve as broad guidelines for individual conduct. Examples of values may include concepts such as accountability, fairness, transparency, customer service, community, respect, service excellence, integrity, and innovation.

FUNDAMENTAL ASSUMPTIONS

There has been much discussion with regard to the nature and influence of fundamental assumptions. It has been suggested that subconscious assumptions constitute the most powerful or influential layer of cultural behaviour. Subconscious assumptions have also been characterized as the most elusive element of cultural behaviour that also is the most difficult to define. Conventional

wisdom has it that assumptions begin as values that are reinforced through experience until they are taken for granted. As many individuals may not be aware of their existence such assumptions can prove difficult to identify or describe.

NEXT STEPS

Culture exerts a profound influence on the industrial landscape and influences how training is developed, delivered, and valued in industry and in society at large. Industrial, organizational, and training culture remains one of the most elusive and least understood elements of the industrial landscape. The definitions and descriptions presented in this paper are offered with a view to raising the profile of culture as an issue that is relevant to the future development and evolution of the BC trades and apprenticeship system. It is suggested that going forward steps be taken to better understand the issue and that culture should be included as an element of the strategic planning process.

SUMMARY

A number of concepts or principles are presented in the paper predicated on the assumption that the demand for skilled workers will continue to be strong and the availability of skilled workers will continue to diminish. The principle thesis presented in the paper suggests that issues such as an increased focus recruitment and retention of trainees and apprentices; and maintaining core training capacity in the training system should be key elements of any strategy to address the demand for skilled workers.

The paper presents an overview of the core elements of a training system and their functions and presents one view of how each element could evolve going forward. One of the main themes illustrated in the paper is that change in the training system should be made incrementally and should focus only on the key elements of the system. Each of the elements functions independently but is directly or indirectly linked to the other parts of the system. Changes to one part of the system should be made with an understanding of how they will affect the system as a whole. Such an approach will support the effective implementation of changes to the system and will minimize unintended or negative consequences and outcomes.

The paper presents a ground-level approach to supporting positive change in the training system and attempts to illustrate that the nature of any trades training and apprenticeship system is largely administrative. This is not to suggest that strategy, tactics, policy development, and fiscal responsibility are of lesser importance. The paper seeks to foster an understanding of strategic, policy and governance issues, and the operational and administrative processes that support the training system.

Further, the paper suggests that future planning for the training system is best undertaken based on an understanding of strategic, policy, and governance issues and operational and administrative activities.

RECOMMENDATIONS

FUTURE VISION AND DIRECTION

The BCCA will collaborate with government, industry, and other key participants to develop a future vision and multi-year strategic and operational plan to guide evolution of trades training in BC.

Such a strategic plan would reflect concepts of industry leadership, core capacity, sustainability, and responsiveness as presented in the paper, and would focus on common goals and objectives agreed to by key participants in the system. The model would also embrace the focusing of activities in key areas and identifying manageable goals and objectives. It is understood that the model presented here would form basis for discussion and is not exclusive of further concepts or initiatives.

BOARD GOVERNANCE

Develop a governance model and board of directors that are reflective of the makeup of British Columbia's varied industries. Create a transparent process for the appointment of directors, and establish skillsets and selection criteria for directors that reflect sector alignment and geographical representation across the province. Broadly communicate the governance model, selection criteria and selection process for directors.

SYSTEM MANAGEMENT & RELATIONSHIP TO GOVERNMENT

As part of future planning processes, complete a review of the existing management model and its relationship to government; determine the alignment of the model with future direction and requirements; establish steps to realign the management model and relationship to government and if necessary, to align with future system direction and needs. Take steps to ensure that stability of training systems and functions are maintained throughout this process.

ROLE OF INDUSTRY

As part of a future planning process engage in a dialogue with system participants with regard to the future role of industry in the trades and apprenticeship training system. Develop a vision for "Industry Leadership" in the training system and create a definition of the role that industry will play in guiding the system going forward. Create an environment that will motivate industry to participate in, and take a leadership role in, trades and apprenticeship training.

ENGAGEMENT & CONSULTATION

Create a vision for an engagement and consultation model that will be inclusive of participants across the system and will serve the needs of industry. Three stages of engagement and consultation are contemplated. The first or highest level of engagement should be via the Board of Directors responsible for providing leadership and guidance to the system as a whole. The focus of this group would typically include future planning and strategic direction, policy development and fiscal accountability.

The second level of engagement should focus on the creation of industry sector groups. Such groups would represent the interests and aspirations of individual sectors and would provide leadership on their behalf. The governance model for these groups should mirror the structure and makeup of the provincial governance group and should follow similar guidelines for director selection and appointment. An organizational mandate and funding model for these groups should be developed prior to being established.

The third engagement and consultation mechanism should be established at the regional level. It is suggested that the program advisory committee structure established to provide industry input and guidance to the public post-secondary system be considered as a viable mechanism to fulfill this role. A mechanism to align the mandate and activities of these groups with the larger sector and provincial governance groups should be developed.

STRATEGIC FOCUS

Develop a future vision and strategic plan for the BC trades training and apprenticeship system that is underpinned by the concept of responsiveness to changes in demand for skilled workers, trainees, and apprentices. Strategies within the plan should reflect the need for sustainability in the system and embrace the concepts of recruitment and retention of trainees and apprentices, and the maintenance of core training capacity. Such a future vision and strategic plan should be inclusive of system operational and administrative requirements and limitations.

RELATIONSHIP POLICY AND STRATEGY

Develop a mechanism to promote an understanding of the impact that change at the strategic and policy level will have on operational and administrative capacity and the ability of the organization to implement governance decisions or directives. Such a mechanism should be employed as an element of both the strategic planning and policy development processes.

CHANGE MANAGEMENT

It is recommended that the type of change or evolution of the training system discussed in this paper be implemented over a multi-year time frame. Changes in strategy, policy, or operational or

administrative processes should focus exclusively on key areas of activity. Active change should be undertaken in no more than five key areas simultaneously. A mechanism should be developed to communicate the change process and to establish realistic expectations as to what can be accomplished in the given time frame.

PARTICIPANT SUPPORT MODEL

As part of a future planning process, conduct a review of the current participant support model to determine if it aligns with the future direction and requirements of the training system. Develop a revised model that will align with the future goals and objectives of the system. Where a proactive element to the support model is contemplated develop capacity to deliver access to information and support on a regional basis. As a second step, develop the capacity to provide access to trainee and apprentice coaches on a regional basis.

SYSTEM TRAINING PLAN

The following steps are suggested as part of future strategic planning process: Develop a statistical model to reflect economic activity in BC through a full economic cycle. Develop historical norms of training activity across the full spectrum of economic activity. Create a policy framework that will promote training system stability, support the maintenance of core capacity through low periods of economic activity, and position the system to respond effectively during upswings in activity.

CAPITAL FUNDING

The following steps are suggested as part of a future strategic planning process: Develop a long term plan for capitalization of the training system that will ensure that training facilities and training infrastructure keep pace with changes in technology and with the changing needs and demands of industry, trainees and apprentices, trades people and other system participants.

SUSTAINABILITY OF TRAINING CAPACITY

Within the context of a future strategic planning process the following steps are recommended: Develop a long-term plan that will promote stability in the delivery of trades training throughout the highs and lows of the economic cycle. Develop a historical model that demonstrates changes in training delivery across the economic cycle. Based on analysis of historical norms, develop a policy structure that will provide stability for training in a number of areas including remote areas of the province, small or niche trades program areas, and core capacity in key trade areas.

RESPONDING TO CHANGES IN INDUSTRY DEMAND

It is recommended that a mechanism or mechanisms to enable the training system to respond to changes in industry demand be imbedded in a future strategic plan for the system. It is

recommended that key indicators of increases and decreases in demand be identified and response mechanisms be put in place to support more effective system responses.

RECRUITMENT & RETENTION

Within the context of a future strategic planning process, the following steps are recommended: Create a long term recruitment and retention strategy for the BC industry and trades training system. Such a strategy should promote the characteristics and conditions that have been shown to lead to successful completion of the training and credentialing process and to successful careers in industry. Develop an action plan to implement such a strategy over a multi-year time frame.

TRAINING CULTURE

As part of a future strategic planning process, the following steps are recommended: Take steps to develop an understanding of industrial and training culture as it relates to the trades training and apprenticeship system.

Identify key elements of cultural behaviour related to “successful” industrial and training cultures. Communicate the research findings to industry, employers, educators, government, and other participants in the training system. Develop a long term action plan to support the development and improvement of training culture or cultures within BC’s industries.