



Apprenticeship – A Guide for On-The-Job Learning

A Best Practices Guideline

NOTICE TO READER

When it was first issued/re-issued, this best practice guideline embodied the consensus best thinking in our industry. Many of the principles, procedures, checklists, etc. are still relevant and can be adapted for current use. However, users are cautioned that this best practice has not been updated, so a critical assessment should be made when adapting – in particular, for sections that reference standards, regulations or legislation.



This Best Practice guideline ("guideline") was developed through a consensus process approved by COAA. This process brings together volunteers representing varied viewpoints or interests to achieve a reasonable consensus on a generic guideline for industry use. The content of this guideline does not represent the views of any particular committee member. This document is a general guideline and COAA strongly recommends legal and other professional advice being obtained to complement and clarify specific adopting of this guideline. This guideline is also subject to periodic review and readers should ensure they are referencing the most current version of this guideline. Suggestions for improving this guideline are welcome and can be submitted directly to COAA.

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Introduction

Alberta’s apprenticeship system is world class. With only 10% of Canada’s population, Alberta trains 20% of the country’s apprentices. Alberta apprenticeship training systems and graduated apprentices are in demand in Canada and by many other countries.

Alberta’s apprenticeship training is 80% on-the-job learning under the direct supervision of certified journeymen. By making on-the-job learning a safe, meaningful, and satisfying experience, every individual contributes to the current and future success of this highly respected educational system.

The best practices outlined in this booklet are based on key learning experiences from two mentoring programs and a study on the effectiveness of apprentices on large industrial projects in Alberta. The mentoring programs (Apprentice Mentoring Program: Scotford AOSD Project and Apprentice Mentoring Program: Syncrude UE-1 Project) and the study (Effective Integration of Apprentices: A Pilot Study) were

significant sources for improving apprentice development in Alberta.

This booklet aims to enhance the on-the-job portion of apprenticeship learning so that both apprentices and journeymen can have positive learning experiences. You—as an apprentice, journeyman, or employer—are a key link in applying classroom learning to the field. Use these best practices to help develop your trade and workplace skills to the highest level.

Roles and Goals

As an apprentice, journeyman, or employer, you have responsibilities that contribute to the success of on-the-job learning for apprentices. Review the role that applies to you and honestly assess how you fulfill it.

APPRENTICES

To learn your trade and to progress in a timely manner in becoming a fully qualified journeyman, consider the following responsibilities.

1. Take a keen interest in your own training and development.
2. Ask questions if you don't understand or don't know how to complete a task.
3. Be reliable and conscientious.
4. Learn to work with different people and in different environments.
5. Show initiative and recognize your employer's need for productivity.
6. Be an active participant in your performance evaluation. Be open to constructive feedback.

7. Plan your finances for attending training.
8. Attend technical training and ensure your Blue Book is kept up to date.
9. Transfer apprenticeship when changing employers.

JOURNEYMEN

You are integral in properly transferring your skills of the trade to new apprentices, who, in turn, maintain the integrity of the trade.

1. Provide coaching and mentoring to the apprentice to ensure the skills of the trade are properly learned and applied.
2. Use the basic principles of teaching: tell, show, and do. This means explain (tell) the concept to the apprentice, demonstrate (show) the apprentice how to do it, and then allow the apprentice to do the task while you watch.
3. Encourage the apprentice to ask questions to ensure complete understanding.
4. Provide continuous, constructive feedback on the apprentice's performance.

5. Find things the apprentice does right and let the apprentice know it. If the work has not been done correctly, take the time to show or explain what was done incorrectly and how to correct it.
6. Treat the apprentice fairly and with respect.
7. Ensure the apprentice develops not only the physical skills but also the work ethic, pride in the trade, and behaviour that reflects safety awareness.
8. Be patient. Remember that you were an apprentice before becoming a journeyman.

EMPLOYERS

Your role contributes to creating a workforce that can operate safely and produce quality work in a cost-effective manner.

1. Select people who show an aptitude and interest toward the trade.
2. Use the apprentice's Blue Book as a guide to provide well-rounded training and experiences.
3. Provide a safe learning environment and ensure apprentices have all applicable safety training.

4. Provide clear direction and timely feedback to manage the apprentice's work performance.
5. Treat apprentices in a fair and equitable way. They are not cheap labour; treat them as contributors to your productivity.
6. Encourage apprentices to attend technical training at the appropriate time.
7. Create a work culture that fosters teamwork between journeymen and apprentices.
8. Ensure apprentices learn all key aspects of their trade.
9. Provide journeyman supervision.

Teacher and Learner Roles

The working portion of apprenticeship is on-the-job learning. Learning involves teaching and learning; the journeyman is the teacher and the apprentice is the learner.

JOURNEYMAN: THE TEACHER

For an apprentice to reach journeyman competencies, 80% of the required learning occurs at work from journeymen and line supervisors. Therefore, **A JOURNEYMAN IS A TEACHER**. When working with apprentices, journeymen transfer skills, trade knowledge, and work and social ethics. Safety and working safely are fundamental in all aspects of this transfer. Journeymen must be aware of unsafe practices displayed by apprentices or situations that may be dangerous. As a teacher, correct these circumstances with patience and respect.

When working with an apprentice, clearly define the learning goals and methods of determining competency. Make sure goals are chunked so that they are reasonable and attainable. Ask yourself:

What does the apprentice need to learn? How will I know that the apprentice has learned correctly? Enhance the learning process by knowing the learning goals.

When teaching, follow the basic teaching principle of tell, show, and do.

- Tell the apprentice what needs to happen to complete a job.
- Show the apprentice how to do the job.
- Allow the apprentice to practice under supervision, and when appropriate, to demonstrate the newly learned skills unassisted. Allow apprentices to execute lower skilled jobs before advancing to more advanced skill work. Ensure apprentices perform these tasks while you watch.

Guide apprentices in making decisions. As they advance their skills, ask them for their opinion and provide feedback. Never allow an apprentice to follow through on a decision that could result in injury. Help the apprentice understand by discussing the risks and the proper measures needed to eliminate or reduce the risks.

Communication is key. In telling someone to do something, also explain why. Adults learn quicker when they know why they should do something. By keeping information to yourself, you do not help the learner have the best apprenticeship experience. And you do not help yourself—there is no job security in keeping information from the apprentice. It is critical to share your knowledge willingly. When the job is finished, the apprentice's skills and knowledge are a direct reflection of you.

At times, teaching can be frustrating and challenging. Not all tasks are fun and some require perseverance to reach a tough but worthwhile goal. Demonstrate patience. Provide encouragement and positive feedback to correct and encourage the apprentice; this will help get you through difficult times. If, however, you do not perceive yourself as a teacher, ask your employer for help. You may be able to attend coaching or teacher training to become confident in your role.

Above all, remember that teaching is not about showing off or satisfying your ego. Respect the apprentice as a learner. Be proud of your experience and be mindful that apprentices focus

on **YOUR** performance and ethic. Your attitude, behaviour, and competency make a lasting impression on the apprentice—make it positive.

Qualities of a good teacher:

Displays and promotes safety awareness

Demonstrates patience

Encourages apprentice to give feedback

Explains clearly

Is knowledgeable in the subject matter being taught

Listens without judgement

Provides honest and frequent feedback

Shares knowledge willingly

Shows confidence in the apprentice

Shows respect for the apprentice

APPRENTICE: THE LEARNER

During on-the-job training, apprentices are learners and are responsible to observe, ask questions, and communicate effectively. They must be proactive in their learning. This means seeking learning

opportunities, being self-motivated, and taking full responsibility to learn the trade.

When working with journeymen, be receptive to learning. It can be difficult working with many different types of people who have different teaching styles, but your job is to learn from their experience and skills. Talk about issues that concern you, especially regarding your progress. If you feel that you can handle advanced jobs or that

your learning has stalled, tell a supervisor. Be truthful about when you are ready to move forward.

As you attempt advanced work, the learning can be frustrating and challenging. Some tasks require determination to complete, but it is worthwhile.

Remember that journeymen must balance teaching

and productivity. If you don't understand, ask.

In addition to the direct relationship you have with journeymen, fulfilling other responsibilities will help

with your learning progress. Complete technical training on time and ensure all key tasks of your trade are learned. Also be proactive in managing your financial resources so that technical training can be completed on time. To get the most benefit from your on-the-job training, take ownership of your apprenticeship.

Qualities of a good learner:

Actively participates in training

Asks for clear instruction

Completes training on time

Is dedicated to profession

Has a desire to learn

Provides feedback

Shows persistence and patience

Shows respect to the journeymen

Takes safety seriously

Wants to be a team member

EMPLOYER: THE SUPPORT

When you support on-the-job training in apprenticeship, you are making a long-term investment. When journeymen retire, they take their skills and knowledge with them. Training apprentices is investing in your own supply of skilled journeymen.

As with any investment, apprenticeship requires a dedicated effort. It doesn't just happen by pairing an apprentice with a journeyman. Each need support in different ways.

Most journeymen do not perceive themselves as teachers, but many are willing to teach (or coach or mentor). However, journeymen that are selected to teach apprentices need your support. Provide journeymen with training to be trainers and provide opportunities in the workplace for apprentices to learn from journeymen. Consider journeymen, who are teachers, as an investment.

Support apprentices by providing on-the-job training and work experience in a variety of learning settings, supervised by a certified journeyman or a qualified tradesperson. During an apprentice's

employment, establish rotation blocks to provide well-rounded training. This creates an environment that promotes an apprentice's opportunity to learn different aspects of the trade. Proven methods include moving apprentices to different project areas, varying their training to ensure different skills are taught and acquired, establishing job shadowing and mentoring programs, exposing apprentices to new technology, and encouraging apprentices to supplement their training by taking other courses and seminars. Expose apprentices to all aspects of the trade to enhance their knowledge.

As apprentices move within your work environment, ensure you provide safety advice and direction early. Stress the importance of safety for themselves, their families, the company, and the client.

Also provide apprentices with a work environment that reflects the circumstances under which they will be normally working. For example, if apprentices are going to transfer to the field, condition them to the field environment even in a

shop setting. Provide work that reflects (to the greatest extent possible) the field environment.

Create clear procedures for collecting and updating the apprentice's record book. Recognize apprentices whenever they have successfully completed an aspect of the trade. Allow them to show initiative and to ask for more opportunities. Regular feedback assists apprentices in knowing the trade areas that they have mastered and those areas that need development.

Importantly, allow the apprentice time away from work to complete the required technical training. This encourages professional growth, both on and off the job. Do not entice the apprentice to skip training to fulfill your own job requirements. By completing training on time, apprentices can influence morale in a positive way and can contribute to your productivity more effectively.

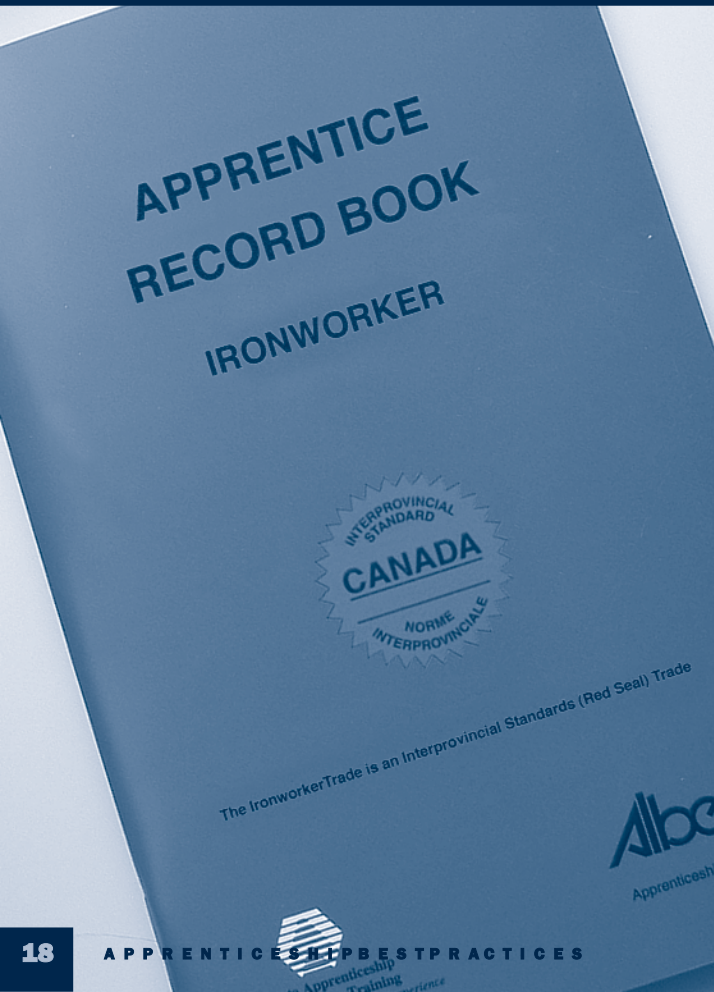
Managing the Blue Book

The Apprenticeship Record Book is also known as the Blue Book. The purpose of the Blue Book is to help both the apprentice and the employer in monitoring and documenting the apprentice's progress within the apprenticeship program. The Blue Book contains the tasks, activities, and functions within the scope of the trade as well as the course outline for the technical training in the trade. It is critical that the Blue Book be kept up to date.

Managing the Blue Book is ultimately the apprentice's responsibility. It is recommended that apprentices keep the Blue Book in their possession.

APPRENTICE'S RESPONSIBILITIES

- Read the book thoroughly and understand your responsibilities.
- Have the book available for your direct journeyman supervisor.



- Record the day you start a job and the hours you work in a separate document. These hours should match what is entered in your book.
- Ensure your book is completed after each job and after each period of apprenticeship.
- Return the book to the AIT office when all the requirements for your apprenticeship period are complete. The book and your AIT file will be updated, which entitles you to an increase in the minimum apprentice wage rate for your trade.
- If your employment ends, **FOLLOW THE TRANSFER CARD INSTRUCTIONS** in your Blue Book.
- If you have had numerous employers over a short time, bring your book (with all hours recorded) into the nearest AIT office and have those hours entered. This is recommended in case the book is lost, in which case you would have to contact each employer to get proof of the hours worked.
- Submit properly signed transfer cards for each change of employer. If you do not do this, **THE HOURS YOU WORKED ARE NOT CONSIDERED TO BE UNDER A LEGAL CONTRACT AND WOULD NOT BE CREDITED TOWARD YOUR APPRENTICESHIP.**

- Ensure you keep your Blue Book when leaving employment.

EMPLOYER'S RESPONSIBILITIES

At the end of each period of apprenticeship:

- Complete Section 1 of the Verification of On-the-job Training and Work Experience.
- Ensure the direct journeyman supervisor, and apprentice complete and sign Section 2 of the Verification of On-the-job Training and Work Experience.
- Ensure the book is returned to the apprentice.
- If the apprentice's employment ends, follow the transfer card instructions.

When re-employed:

- The apprentice and the new employer **MUST** sign the Acceptance Card and mail it to the nearest AIT office.



Safety

Safety is everyone's responsibility and requires everyone's participation. As a corporate value, companies have the responsibility to provide all workers with safe work practices, procedures, and environments. As an individual value, **YOU** have the responsibility to be accountable for your safety and the safety of your fellow workers.

According to the Alberta OH & S Act, you must refuse to carry out work if imminent danger exists. For the latest Alberta OH & S Act information, visit <http://www3.gov.ab.ca/hre/whs/law/ohs.asp>.

All safety items could not be listed in this booklet, so the following safety measures are examples of those common for many projects. Consult the Alberta OH & S Act for a complete listing of safety regulations and code requirements.

SAFETY ABSOLUTES

Safety absolutes are safety practices contained in company policies. These mandated practices are

absolutes because of the severity of injuries that can occur if you ignore these rules. Safety absolutes identify high-risk activities and are in place to reduce the risk.

Review these examples of safety absolutes, but also know those specific at your workplace. If you don't know where to find safety absolutes for your job, ask. If you need clarification, ask. Do not be afraid to ask—your life depends on safe work practices.

Field Level Hazard Assessment. A written hazard analysis must be performed before any task is started and when the task changes. (A task is the job that must be performed.) Well-documented assessments are integral for due diligence. According to the Alberta OH & S Act, the purpose of hazard assessments is to “ensure as far as reasonably practicable” the health and safety of workers. Depending on where you work, field level hazard assessment may be known by another name, such as risk or safety assessment.

100% Fall Tie Off. A harness must be worn any time there is a fall potential from a height greater than 1.8 metres (6 feet) for most industrial projects. The OH & S Code specifies a distance of 3 metres (10 feet) (see section 139.1). The Code also specifies that practical hands-on training on fall protection is required for each worker.

Confined Space. Permits are required. Procedures on permits and codes of practices must be followed. **DO NOT START WORK WITHOUT THE PERMIT.**



System Isolation. Any work on equipment, piping, electrical, or other sources of energy must be completely isolated (i.e., lock & tag) from operating systems or possible exposure to an unintentional energy source.

Unprotected Hole. Openings larger than 50.8 mm (2 inches) are considered holes. Open hole permits, properly identified hole covers, guardrails, and other fall protection requirements must be met.

Permit Requirements. Where a permit system is used, do not violate permit requirements according to your work environment. Permits are issued with specified procedures and safety requirements, which may include PPE, special equipment, air monitoring, and spark watch. If the task requires a permit, do **NOT** start work without the permit. This is a fundamental safety absolute that must be respected by all workers.

Safety Devices. Do not tamper with safety devices. Safety devices protect you and other

workers. Disabling these devices puts everyone at risk.

Alcohol and Drug. Do not use alcohol or other drugs that may affect your job performance. If your work environment follows the Canadian Model for Providing a Safe Workplace, comply with all aspects specified in the model (see <http://safety.coaa.ab.ca/safetylibrary.htm> for details). If you are seeking help, visit AADAC at www.aadac.com or an Employee Family Assistance Program (E.F.A.P.).

Scaffold or Platforms. Do not modify scaffold systems if you are not authorized to do so. Qualified scaffolders build scaffold systems that meet safety standards; only competent people should modify, erect, or dismantle any scaffold on site.

Threatening Remarks. It is a criminal offence to make a threat regarding the plant, people, or equipment. All threats are taken seriously and dealt with by the proper enforcement agencies.

PROHIBITED PRACTICES

Trade practices are sometimes based on how journeymen learned their craft. In some environments, trade practices are not safety focused. However, your personal safety is important and your cooperation is needed. Be mindful of the following prohibited practices that are not allowed.

Removal of Handles and Guards on Grinders.

Handles and guards must be attached at all times. If you cannot get the grinder into an area with its handles and guards on, you must have written permission (on your FLHA card) to remove them.

Removal of Handles on Portable Drills. Handles must be attached at all times. These tools exert a tremendous amount of torque. The auxiliary handle allows you to control the tool with both hands for safe operation.

Double Wrenching. Locking wrenches together can cause serious injury. The wrenches can slip or the extra leverage can break one of the wrenches. Use a properly designed tool for the job.

Standing on Wrenches. Do not stand on wrenches because they can slip. If extra leverage is required, get the proper tool. If extra height is required, get a ladder.

Using Ladders Improperly. Follow the safe work practice for ladders. Falls can result in serious or fatal injury.

Using Non-Certified Snipes. Snipes or cheaters place more strain on the tool than it was designed to take. Tools break and so do bones!

Using Files without Handles. Serious injuries to hands, wrists, and tendons have resulted from the file tang puncturing the human body. Handles also help a tool from falling through grating to a lower level.

Modifications to Tools. Tools are engineered to a specific purpose. When a tool is modified, the structural properties of the tool can be compromised. Use the correct tool for the task.



Achieving Professionalism

APPRENTICES

You are the future of your trade. While in technical or on-the-job training, take control by asking questions and seeking answers. Approach your training in a professional manner—this will contribute to the pride and esteem in which you and others view your chosen profession.

Look forward to your graduation with great anticipation and pride, and graduate knowing that you worked hard. Become a well-rounded journeyman in all key aspects of the trade.

You are building your reputation as you work through the apprenticeship program: your reputation does not start when you are certified as a journeyman. Your success and employment opportunities are tied to your attitude and work performance, which includes attendance, demonstrated safety, productivity, and quality performance.

To achieve professional success, display these positive attributes:

- Be able to approach other workers regarding safety issues
- Be dependable
- Be pleasant and get along with others
- Be proactive in completing apprenticeship training
- Be rested and prepared for work
- Demonstrate interest in the trade
- Know what you need to learn and set goals to achieve it
- Show respect
- Start work on time
- Stay with the job until it is complete

JOURNEYMEN

Alberta's success has been a direct result of journeymen like you who have created a career for others to follow. Our economic prosperity depends on your skills and your willingness to teach others in a selfless manner.

Help and train apprentices to the best of your ability. Your pride in the trade is revealed in how you treat others. Respecting your trade and the industry means that you are proud to pass your skills and knowledge to the next generation of journeymen. There is no greater gift than to teach with passion, understanding, and empathy. The ability to impart your knowledge in a constructive way ensures that your chosen profession continues to grow.

Whether you work with apprentices in a structured program or in an environment that is less defined, know that apprentices learn the most from you. Because you work with and help guide apprentices, you are, in fact, **MENTORING**. Apprentices are influenced by your work ethic, attitudes, and values.

EMPLOYERS

You set the tone for workplace professionalism. Help apprentices develop their work ethic and positive attitude by setting goals for them. Develop the goals with apprentices and journeymen.

On-the-job training requires teamwork. Have regular meetings that include apprentices and journeymen. Allow your employees to be a vital part of your business: give them the authority and responsibility to do their jobs.

Provide an environment that encourages journeymen to share their knowledge. Journeymen that are supported are more likely to be goodwill ambassadors for your company and the trades.

Tell apprentices that their skills are vital and essential to the success of the business. Recognize them for their contribution, both publicly and privately. As apprentices progress, they develop more confidence and require less supervision. Establish an atmosphere that ensures all apprentices are treated with respect and held in high esteem.

Take pride in contributing to the ongoing professional growth of apprentices. Be part of a positive experience for apprentices: ensure a team culture and develop proud, productive journeymen.

Attending Technical Training

AVAILABILITY

Your apprenticeship is a combination of on-the-job training, work experience, and technical training in a trade. Although technical training is not the largest portion of your apprenticeship, it is important for your success.

Technical institutions forecast their training needs on the number of new apprentices registered each year. Apprentices who choose to delay their training create bottlenecks within the system and can make it difficult for the institutions to meet the demands of the industry. As a result, it may extend the time needed to complete an apprenticeship. These delays could be reduced if you attend technical training as scheduled.

Only by completing your apprenticeship program can you graduate to a certified journeyman. The Alberta Journeyman Certificate verifies that you have met Alberta's high industry standards.

ADVANCE YOUR CAREER

Red Seal

If you want options to work outside Alberta, consider the Red Seal Program. Apprentices who have completed their training and certified journeymen are able to obtain a Red Seal endorsement on their Certificates of Qualification and Apprenticeship by successfully completing an Interprovincial Standards Examination. With a Red Seal, you can work anywhere in Canada where your trade is designated without having to write further examinations. The program is an important option to enhance your employment opportunities throughout Canada. For details on this program, visit www.red-seal.ca.

Blue Seal

You may also consider advancing your career by continuing with the Achievement in Business Competencies Program referred to as the Blue Seal program. This program encourages and recognizes the study of business by persons possessing an Alberta trade or occupational certificate.

For comprehensive information about apprenticeship and the trades in Alberta, visit www.tradesecrets.org.

FINANCIAL CONSIDERATIONS FOR APPRENTICES

An apprenticeship program lasts one to four years. You earn money for time on the job starting on the first day, although first-year apprentices earn about half of the journeyman's wage. Each year, 4 to 12 weeks (depending on the trade) are for technical training, and pay increases as training progresses. To manage working and training, apprentices should consider two important financial items.

First, financial management during your years as an apprentice is critical for successfully completing your apprenticeship. Determine a budget by writing down your net income (after taxes and deductions) and average monthly expenses. The table on page 38 shows common monthly expenses; change the list to suit your needs. Then determine how much money you have left at the end of the month by subtracting expenses from net income. Do you have any money left over? Are you spending more than you make? Can you save a portion each month? By saving money, you are more likely to attend

technical training as scheduled. Sometimes, apprentices delay their training because it is difficult to quit working without a reserve of money.

MONTHLY BUDGET

NET INCOME		\$
<i>Expenses</i>		
Rent/mortgage		\$
Vehicle (insurance, fuel, payments)		\$
Utilities (power, gas, water)		\$
Phone/cell phone		\$
Food		\$
Clothing		\$
Personal items		\$
Entertainment		\$
Other living expenses		\$
Tools		\$
Savings for non-work time		\$
TOTAL EXPENSES		\$
NET INCOME		\$
TOTAL EXPENSES	MINUS	\$
Money Left		\$ <input type="text"/>

Second, there is a misconception that by attending technical training, apprentices lose money because they are not working. In the short term, that may be true. But you should consider the long-term effects of delaying technical training. The following tables show the difference in income during a five-year period between an apprentice that completes apprenticeship in four years rather than five. In this example, the journeymen’s rate is \$30/hour, and the apprentice who completes training on time earns \$30,000 more during the five-year period. It is best to work 2,000 hours in your fifth year at the journeymen’s rate of \$30/hour than to work 2,000 hours in your first year at the lowest rate of \$15/hour.

Years of work	Year	Rates	Hours/year	Yearly wage
1	1st	\$15.00	1500	\$22,500.00
2	2nd	\$18.00	1500	\$27,000.00
3	3rd	\$21.00	1500	\$31,500.00
4	4th	\$24.00	1500	\$36,000.00
5	jman	\$30.00	2000	\$60,000.00
TOTAL				\$177,000.00

Years of work	Year	Rates	Hours/year	Yearly wage
1	1st	\$15.00	2000	\$30,000.00
2	1st	\$15.00	1500	\$22,500.00
3	2nd	\$18.00	1500	\$27,000.00
4	3rd	\$21.00	1500	\$31,500.00
5	4th	\$24.00	1500	\$36,000.00
TOTAL				\$147,000.00
MINUS				\$177,000.00
				\$147,000.00
				\$30,000.00

Why don't you calculate the difference in *your income* between completing your apprenticeship in four years rather than five?

To make more money:

1. Calculate your monthly income and average expenses.
2. Budget so that you can save a portion of your income each month.
3. Attend technical training as scheduled.

Take your apprenticeship technical training on time; otherwise, you can lose a significant amount of pay.

FINANCIAL ASSISTANCE FOR APPRENTICES

Source: www.tradesecrets.org

Employment Insurance (EI)

Apprentices pay tuition fees for their technical training as other post-secondary students. While attending technical training, however, EI benefits are available to most apprentices. Contact Human Resources and Skills Development Canada (HRSDC) at 1-800-206-7218 or visit www.hrsdc.gc.ca for details.

EI benefits are sometimes not enough to meet your costs while in technical training, or you may not have worked sufficient hours to be eligible for EI benefits. In these situations, you may also qualify for grants.

Grants

Financial assistance from the Skills Investment (SI) programs of Alberta Human Resources and

Employment may be available for a registered apprentice who:

- Is attending full-time technical training as part of their apprenticeship program.
- If eligible, is taking advantage of available EI benefits.
- Demonstrates financial need.

You must **SUBMIT AN APPLICATION** to Students Finance to be considered for financial assistance from the SI programs. Submit a completed application **AS SOON AS YOU RECEIVE NOTIFICATION OF ACCEPTANCE INTO TECHNICAL TRAINING OR AS SOON AS YOU ARE PLACED ON A WAITING LIST FOR TRAINING.**

You must use the *Application for Financial Assistance for Employment Insurance Clients* form even if you are not eligible to receive EI benefits.

The application form and guide are available from any Alberta Apprenticeship and Industry Training (AIT) Office, Alberta Service Centre or Canada-Alberta Service Centre (see www.alis.gov.ab.ca/career/cs/abcareer.asp), and the educational institutions offering technical training for apprentices.

If your application is approved, you receive financial assistance in the form of a grant, which does **NOT** have to be repaid. However, like EI benefits, grants provided through the SI programs are taxable.

The amount of financial assistance is based on your demonstrated need and is used to cover tuition, books, and living expenses incurred while attending the technical training portion of your apprenticeship program. Extraordinary living costs associated with the technical training may be considered if there is a documented need.

Scholarships

The *Alberta Apprenticeship and Industry Training Scholarships* award approximately 165 scholarships of \$1,000 each year (from the joint contributions of The Alberta Apprenticeship and Industry Training Board, private industry, and Alberta Learning). Scholarships are designed to recognize the excellence of Alberta apprentices in a trade, and of trainees in a designated occupation, as well as to encourage recipients to complete their apprenticeship or occupational training programs. Various scholarships exist: for

financial need, for a specific trade or occupation, for applicants of Aboriginal descent, and for women in non-traditional trades. Selection is based on marks, employer recommendation, and information provided by the applicant. For details, call (780) 422-4472. Application forms are available each spring on www.tradesecrets.org.

The *Registered Apprenticeship Program (RAP) Scholarships* recognize the accomplishments of Alberta high school students taking RAP. Up to fifty \$1,000 scholarships are awarded each year. Application forms are available each spring on www.tradesecrets.org.

The *Alexander Rutherford Scholarships* rewards exceptional achievement in high school. For details, contact Alberta Scholarship Programs at (780) 427-8640 or visit www.alis.gov.ab.ca/studentsfinance.

Scholarships or financial assistance may also be available from post-secondary institutions or trade-related associations. For details, contact the institution or association directly.

Resources

For details about financial assistance for apprentices:

- Visit www.tradesecrets.org and click “Scholarships & Awards.”
- Call Career Information Hotline toll-free at **1-800-661-3753** (or in Edmonton, call **422-4266**).
- Contact a career consultant at any Alberta Service Centre or Canada-Alberta Service Centre (CASC). Visit: www.alis.gov.ab.ca/career/cs/abcareer.asp to find a centre near you.

Best Practices Checklist

Your participation is needed to develop the best apprentices. Use these checklists to assess your own best practices.

APPRENTICE CHECKLIST

- Do I value safety and include safe practices in all my daily activities?
- Do I have a positive attitude? Am I ready to go, fit for work, and concerned about safety?
- Do I ask questions and solicit feedback, such as “Did I do this right?”
- Do I allow my journeyman to teach? Am I cooperative in my learning?
- Do I seize ownership of my apprenticeship? Am I proactive?
- Do I earn my wage by being a productive member of the team?
- Do I seek opportunities to broaden my skill set?
- Do I manage my apprenticeship record book (Blue Book)?



APPRENTICE CHECKLIST CONTINUED

- Do I keep a daily record of work activities and what I have achieved?
- Do I complete my schooling and on-the-job activities as scheduled?
- Do I budget and manage my money so I can successfully complete my apprenticeship?

JOURNEYMAN CHECKLIST

- Do I set a good example by following safe work practices?
- Do I help the apprentice by being fit for work and acting as a good role model?
- Do I demonstrate respect for my employer and the client owner?
- Do I assess the apprentice's abilities by observing the apprentice work and providing feedback?
- Do I teach the apprentice properly? Do I tell the apprentice how to complete the task, then show the correct way to perform a task, and allow the apprentice the opportunity to practice under my watchful eye?

JOURNEYMAN CHECKLIST CONTINUED

- Do I exercise patience with the apprentice and provide constructive feedback when mistakes happen?
- Do I challenge the apprentice to learn the trade and progress?
- Do I encourage the apprentice to complete technical training on schedule?
- Do I demonstrate pride and enthusiasm for my trade?
- Do I create a safe, enjoyable work atmosphere?

EMPLOYER CHECKLIST

- Do I communicate the importance of safe work practices to apprentices and journeymen?
- Do I provide apprentices with basic safety training for the work they will perform?
- Do I team the apprentice with the **RIGHT** journeyman to ensure the **CORRECT** examples for safety, skill transfer, and work ethic are achieved?

EMPLOYER CHECKLIST CONTINUED

- Do I provide appropriate skill training to ensure journeymen are good teachers and coaches?
- Do I set training goals for the apprentice?
- Do I ensure that apprentice-journeyman learning is important and adds value to the project?
- Do I encourage that time is taken to teach and learn tasks in a safe, productive manner?
- Do I complete and return the apprentice record book (Blue Book) within a suitable time?
- Do I meet with the apprentice and journeyman periodically and review progress?
- Do I ensure work rotation for apprentices to learn all aspects of their trade?
- Do I encourage apprentices to attend technical training on time?

Resources

ALBERTA APPRENTICESHIP AND INDUSTRY TRAINING OFFICES

- Bonnyville (780) 826-4175
- Calgary (403) 297-6457
- Edmonton (780) 427-8517
- Fort McMurray (780) 743-7150
- Grande Prairie (780) 538-5240
- Hinton (780) 865-8293
- Lethbridge (403) 381-5380
- Medicine Hat (403) 529-3580
- Peace River (780) 624-6529
- Red Deer (403) 340-5151
- Slave Lake (780) 849-7228
- Vermilion (780) 853-8150

WEBSITES

Alberta Human Resources and Employment
www3.gov.ab.ca/hre/whs/worksafely/index.asp

Workplace Health and Safety
www3.gov.ab.ca/hre/whs/

Occupational Health and Safety
www3.gov.ab.ca/hre/whs/law/ohs.asp

Alberta Construction Safety Association
www.acsa-safety.org

Trade Secret: Alberta Apprenticeship and Industry
Training
www.tradesecrets.org

Construction Owners Association of Alberta
(Library)
<https://www.coaa.ab.ca/library/>

Construction Labour Relations - Alberta
www.clra.org

Merit Contractors Association
www.meritca.com

Termination of Employment, Layoff and Recall
<http://www3.gov.ab.ca/hre/employmentstandards/about/termination.asp>

Government of Canada; HRSDC; Employment
Insurance
http://www.hrsdc.gc.ca/en/gateways/nav/top_nav/program/ei.shtml

Alberta Alcohol and Drug Abuse Commission
www.aadac.com



Imperial	»	Metric	Metric	»	Imperial	Legend
LINEAR MEASURE						IMPERIAL ac = acre cwt = hundredweight fl oz = fluid ounce ft = foot gal = gallon in = inch lb = pound LT = long ton mi = mile oz = ounce pt = pint qt = quart sq = square yd = yard
1 in		25.4 mm	1 mm		0.039 in	
1 ft = 12 in		0.3048 m	1 cm = 10 mm		0.394 in	
1 yd = 3 ft		0.9144 m	1 m = 100 cm		1.094 yd	
1 mi = 1,760 yd		1.609 km	1 km = 1000 m		0.6214 mi	
SQUARE MEASURE						METRIC a = are cl = centilitre cm = centimetre dl = decalitre dm = decimetre g = gram ha = hectare kg = kilogram km = kilometre l = litre m = metre ml = millilitre mm = millimetre MT = metric ton
1 sq in		645 sq mm	100 sq mm		0.155 sq in	
1 sq ft = 144 sq in		9.29 sq dm	1 sq m		1.196 sq yd	
1 sq yd = 9 sq ft		0.836 sq m	1 a = 100 sq m		119.6 sq yd	
1 ac = 4,840 sq yd		0.405 ha	1 ha = 100 a		2.471 ac	
1 sq mi = 640 ac		259 ha	1 sq km		0.386 sq mi	
CAPACITY MEASURE						
1 fl oz = 1/20 pt		28.41 ml	1 ml		0.002 pt	
1 pt = 20 fl oz		568.26 ml	1 cl = 10 ml		0.018 pt	
1 qt = 2 pt		1.1365 l	1 l = 1000 ml		1.76 pt	
1 gal = 4 qt		4.546 l	1 dl = 10 l		2.20 gal	
WEIGHT						
1 oz		28.35 g	1 g		0.352733 oz	
1 lb = 16 oz		0.45359237 kg	1 kg = 1000 g		2.205 lbs	
1 LT = 20 cwt = 2,240 lb		1.016 MT	1 MT = 1000 kg		0.9842 LT	



Apprenticeship **Best Practices**

A GUIDE FOR ON-THE-JOB LEARNING

TO ORDER THIS BOOKLET, OR
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