

## Executive Summary



Chippewas of the  
Thames First Nation



### Partners

- Canadian Trucking Human Resources Council (CTHRC)
  - Ontario Trucking Association, Alberta Motor Transport Association
- Aboriginal Human Resource Development Council of Canada (AHRDCC)
  - Chippewas of the Thames First Nation, Metis Nation of Alberta, Region III-Urban

### Primary Objectives

- Develop policies and best practices to guide carriers and driver training schools in using the CTHRC's *Essential Skills Toolkit* to support Aboriginal employment in the trucking industry.
- Determine how understanding the impact of Essential Skills can be useful to Aboriginal Human Resource Development Agreement (AHRDA) practitioners to align the skill sets of clients for those seeking employment in the trucking industry.

### Main Activities

- Round table discussions hosted in London, Ontario on May 5, 2004.
- Round table discussions hosted in Calgary, Alberta on May 19, 2004.

### Findings

#### Question #1:

How might AHRDA holders use the CTHRC's National Occupational Standards (NOS) to assist those interested in exploring a career in the trucking industry?

#### Feedback from the Round Table in London, Ontario (May 5, 2004)

- Develop a presentation kit on NOS. Essential Skills standards will assist people in understanding whether they will be successful in the technical training.
- Use the NOS to describe the requirements to job-seekers. AHRDA counsellors should base the interview on the NOS.
- Use NOS to assess prior learning and to identify learning needs.
- Use NOS to assess the quality of driver training programs at training schools being considered. Also do homework to find out who employers are hiring from. Good complement for NOS.
- More points of contacts for AHRDAs to get information on the trucking industry and training quality.
- AHRDA holders need to present the trucking industry as a full-fledged industry with a number of occupations. The occupation of Professional Driver is only one of many jobs in the industry.
- Ask individual what career you are interested in? What companies do you want to work for? What standards do those companies require? Where do they get their people from?
- Select a training school in marketing themselves to carriers. Training schools need to have partnerships with industry for placement.

- Trucking industry needs to understand more about Aboriginal people and their networks.
- Trucking industry should build partnerships with AHRDA collectives.

### **Feedback from the Round Table in Calgary, Alberta (May 19, 2004)**

- Recognize that AHRDA holders have different structures. Trucking industry should be aware that different players have different titles.
- Labour market consultants/Career counsellors/Funding officer/HRD coordinator/HRD technicians/Employment counsellors use NOS as an educational tool. Simply posting the NOS wall charts is helpful—explains benefits, possibilities and opportunities for advancement. NOS products: wall charts; assessment tools; and full NOS report. Second two products are available free of charge on the CTHRC web site.
- Employment counsellors and employers should jointly use NOS to identify post-placement issues related to performance and retention.
- Employment counsellors may use NOS to explain occupational requirements to job seekers—give an accurate picture of competencies required by the industry. Dispel myths about what skills are required in today's industry.
- NOS tools should be used by the prospective employee and employer for consistency. Tool for success, win-win situation.
- NOS enables employment counsellors to provide selective counselling and to open up options for building transferable skills.
- NOS should be positioned as entry into an industry with many different career options.
- AHRDA holders and employment counsellors may not have sufficient background knowledge on the trucking industry. Ideas: industry information session; include information on scope of industry; send for training, tours of carriers and driver training schools.
- Develop interactive CD Rom resources to provide information to many people—one for employment counsellors and another for clients.
- Video resources are also available.
- Show NOS mapped out in a broader industry context. Acknowledge that the CTHRC's four sets of NOS are among a broader list of occupations for which NOS have not yet been developed.
- Transportation is a multi-modal (i.e., rail, shipping, air, pipelines) global industry. Trucking supports all of these modes.
- Placement strategies – connect AHRDA, CTHRC and the employer. Need employment buy-in and commitment because this will flow downstream.
- Barrier to employers hiring entry-level drivers—placement doesn't mean forever. Employers need to invest time even if the new hire moves elsewhere after 8 months, for example.

## Question #2:

What best practices should the CTHRC consider in administering the TOWES-Professional Driver (Pre-employment) to Aboriginal job seekers?

### **Feedback from the Round Table in London, Ontario (May 5, 2004)**

- Driver training schools and AHRDAs feel that financial investments may be prohibitive, especially because of retesting needed to measure learning.
- Question of relevancy of NOS for Essential Skills. For people with English as-a-second language, do not need to take TOWES to determine that.
- Several barriers to entry of Aboriginal people in the trucking industry besides Essential Skills (e.g., transportation).
- From a funding point of view, there is a lot of duplication around assessments. Clients are continually being assessed. Find out more about assessments being done by AHRDAs and their Local Delivery Mechanisms (LDM).
- Need to clarify issues around distributorship. Options: Truck Training Schools Association of Ontario, community colleges, explore other options.
- Identify gaps and address them early in the learning process.
- Have screening done at the grassroots level and ensure that it encompasses all requirements of the trucking industry (e.g., drug testing, driver record, etc.). There are funding limitations that need to be considered. (e.g., 1 employment officer for a community of 10,000).
- Develop an on-line self-assessment tool.
- Keep in mind that TOWES is not meant to be a test where you fail and you are out. It helps understand how to get best value for training dollars. Want people to succeed—if there are barriers because minimal requirements for an occupation are not being met the focus should be on upgrading. Upgrading should be focussed on bringing people up to occupational standards, as opposed to an academic level of educational attainment.
- On-line, LDM and client work together. LDM may need some training.
- Use AHRDCC Inclusion Network to short list candidates.
- Trucking companies—career day concept—go to communities. LDMs may partner in organizing sessions.
- Test administered where employment counsellors are (e.g., high schools). No conflict of interest.

### **Feedback from the Round Table in Calgary, Alberta (May 19, 2004)**

- TOWES will be an introduction into the industry because it may be used as a screening tool for entry into training. Administrative protocols need to be sensitive to privacy issues and adult fears around testing. Communicate that handling of results and interpretation will be subjective. Need clear policies around confidentiality, use of information, etc. Communities are small so confidentiality issues are important.
- Aboriginal people may be very sensitive to being tested.
- Understand how Aboriginal communities learn and how they deal with situations like this. Use the TOWES Preparation Guide to prepare people.
- TOWES provides a competency-based tool to understand skills and eliminates the need to determine equivalency between different levels of educational attainment.
- Make sure that we are not setting up people for pass or fail. It is about fit.
- Show the test taker a learning plan, with timelines, to reach learning goals that lead to employment of choice.

- Aboriginal communities would like to have feedback, based on TOWES results, for human resource planning. This will enable AHRDAs to better meet the needs of clients.

Question #3:

What is the best way to address the learning needs identified by TOWES-Professional Driver (Pre-employment)?

**Feedback from the Round Table in London, Ontario (May 5, 2004)**

- Use TOWES as part of the initial screening process which includes other components such as record check, interview, etc.
- Integrate the upgrading to existing training programs because it reduces the number of hoops that people have to go through.
- Recognize that not all AHRDAs are structured the same way. Some have the capacity to use local people to do upgrading as long as the NOS are understood. Financial barriers to paying for assessment and upgrading need to be addressed by the Federal Government.
- HRCDC should fund preparatory training prior to entry into driver training school. This could be done at driver training schools as a stepping stone to success in technical training programs.
- CTHRC could develop a self-study orientation to trucking.

**Feedback from the Round Table in Calgary, Alberta (May 19, 2004)**

- AHRDA-Metis partners with Bow Valley College (BVC); job seekers are already being assessed using generic TOWES tools. BVC assesses, client returns to AHRDA for counseling and then returns to BVC for upgrading once the funding commitments are in place and a learning plan is established. Formerly paid for upgrading. Have an agreement with the province to fund three semesters (90%)—MOU to be signed--with AHRDA community picking up any supplemental costs and fourth semester. No acknowledgement for upgrading. Important to have TOWES results to make better linkages to upgrading. AHRDA-Metis doesn't mind paying for part of TOWES test. Keep in mind that upgrading is a provincial responsibility but AHRDAs will be flexible.
- Driver Training School. Some potential for a new business line. Try to screen applicants by giving accurate occupational information. Applicants have already decided to take training. If upgrading is required, they are expected to find that on their own.
- Under AHRDA program, have employment programs targeted to youth career planning. Build partnerships with driver training schools to provide exposure to the trucking industry which, in turn, would place the youth with a trucking companies for on-the-job training—creative ways for using these programs. Need to provide a proposal and a training plan (i.e., outline learning objectives for youth, what exposure to the industry, etc.)
- There is already a large pool of clients provincially already trained with a Class 1 that haven't been able to secure an entry-level position. The AHRDA youth internship program may be used to make pathways to the trucking industry. Challenge is for trucking industry stakeholders to take the lead and build successful partnerships. AHRDA is willing to offset costs. Example, Metis client had a Class 3 and couldn't pass the hearing test—AHRDA arranged for hearing aids and now the client is employed.