

FINAL REPORT

Apprenticeship and the Residential Construction Industry in Nova Scotia

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For the



Table of Contents

1.0 Introduction.....	1
1.1 Project Objectives	1
1.2 Background.....	3
1.3 Prior Research.....	4
1.4 Nova Scotia Residential Construction Labour Supply Study.....	7
1.5 Canada-wide Perspective	9
1.6 Summary.....	12
2.0 Findings from Survey Research	14
2.1 Methodology.....	14
2.2 Survey of Registered Carpenter Apprentices.....	16
2.2.1 Profile of Respondents	16
2.2.2 Career Perspectives	17
2.2.3 Program Effectiveness	20
2.2.4 Apprenticeship Program Changes.....	23
2.3 Survey of Residential Sector Businesses that Employ and Mentor Registered Carpenter Apprentices	25
2.3.1 Profile of Respondents	25
2.3.2 Perspectives on Apprenticeship	26
2.3.3 Program Effectiveness	30
2.3.4 Apprenticeship Program Changes.....	31
2.4 Survey of Employers of Non-apprentice Carpenters	33
2.4.1 Profile of Respondents	33
2.4.2 Perspectives on Apprenticeship	34
2.4.3 Program Effectiveness	39
2.4.4 Apprenticeship Program Changes.....	40
2.5 Survey of Non-apprentice and Non-journeyperson Carpenters.....	42
2.5.1 Profile of Respondents	42
2.5.2 Involvement and Perspectives on Apprenticeship	43
2.5.3 Apprenticeship Program Changes.....	46
2.6 Comparison of Responses from the Four Surveys.....	47

3.0 Findings from Focus Groups and Interviews.....49

4.0 Conclusions.....54

 4.1 Summary of Findings..... 54

 4.2 Interpretation and Advice 56

Appendix A: Survey of Registered Carpentry Apprentices60

Appendix B: Survey of Employers of Currently Registered Apprentices71

Appendix C: Survey of Employers of Non-apprentice Carpenters81

**Appendix D: Survey of Non-apprentice and
 Non-journeyperson Carpenters.....90**

Appendix E: Other Reasons for Not Completing Apprenticeship Program ...96

**Appendix F: Recommended Changes in the Carpentry
 Apprenticeship Training Program.....104**

1.0 Introduction

1.1 Project Objectives

This report presents findings from research carried out in 2007/08 on the carpentry apprenticeship program as it impacts on the residential construction sector (new home construction and renovation) in Nova Scotia.

The purpose of the project was to generate up-to-date information and new insights regarding the following research issues concerning the participation of residential sector carpenters in the apprenticeship program:

- ▲ Current and projected trends for residential carpenters to enter, and subsequently complete, the carpenter apprenticeship program.
- ▲ Current and projected trends for new entrant carpenter apprentices to opt for careers in residential construction, industrial/commercial/institutional (ICI) construction or other career destinations, and identification of the factors that influence such decisions during the period of apprenticeship training.
- ▲ The extent to which, and the reasons why, some active residential sector carpenters do not enter the apprenticeship program.
- ▲ The extent to which, and the reasons why, some residential sector apprentice carpenters do not complete their programs.
- ▲ The factors that influence whether skilled and experienced residential sector carpenters apply to challenge for the journeyperson certification.
- ▲ Perceptions of apprentices regarding the residential sector employers' role in apprenticeship and best practices in mentoring.
- ▲ The levels of interest among residential sector carpenters, both apprentices and carpenters not undergoing training, in training and certification for carpentry-related trade specializations.
- ▲ Difficulties faced by all carpenters, including carpenter apprentices and/or journeypersons, in finding employment as residential carpenters and in moving along a carpentry career path.

- ▲ Perceptions of apprentices regarding the extent to which knowledge and skills specific to residential sector carpentry are adequately addressed in pre-employment and apprenticeship training courses.
- ▲ Recommendations of carpenter apprentices and/or journeypersons on changes in pre-employment training and apprenticeship program that would improve their employment and career prospects in the residential construction sector.

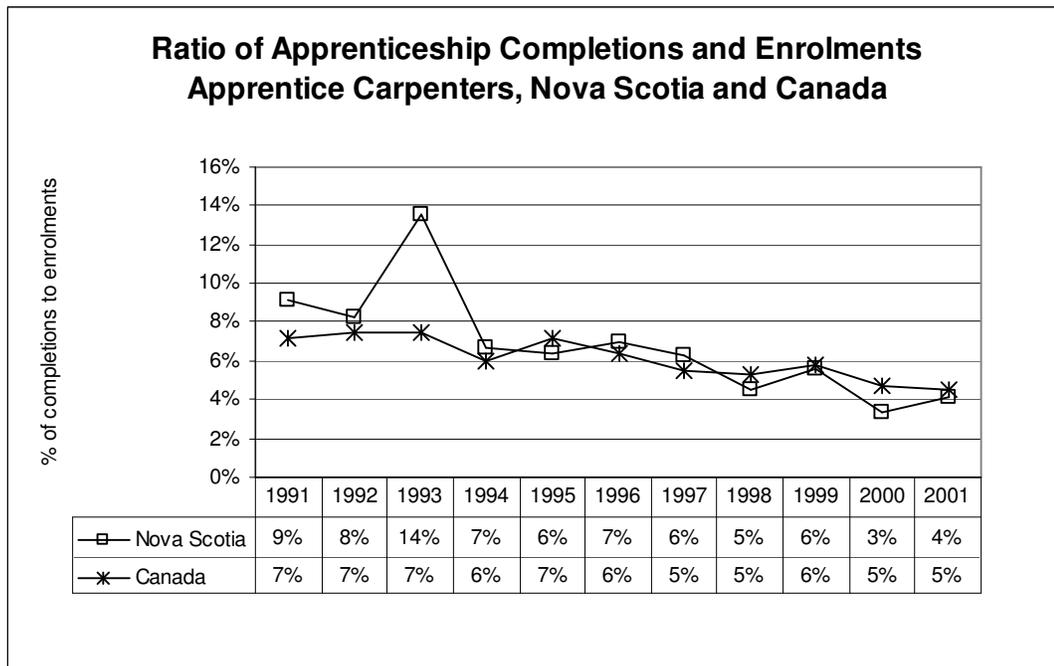
The research also addresses the participation of residential construction employers as providers of job placements and mentoring support for the apprenticeship program. Specific research issues include:

- ▲ Attitudes and perceptions among residential construction employers regarding the carpentry apprenticeship program.
- ▲ Identification of critical factors that influence whether employers take on carpenter apprentices.
- ▲ Identification of barriers to expanded participation in apprenticeship by residential sector employers.
- ▲ Extent to which employers might be influenced in their decisions on taking on apprentices by the introduction of the proposed apprenticeship tax credit.
- ▲ Perceptions of employers regarding the employer's role in apprenticeship and best practices in mentoring carpenter apprentices.
- ▲ The perceived match between the skills and competences provided in pre-employment training and apprenticeship, and the requirements and expectation of employers.
- ▲ Perceptions of employers regarding the extent to which knowledge and skills specific to residential sector carpentry are adequately addressed in pre-employment and apprenticeship training courses.
- ▲ The levels of interest among employers of carpenters in training and certification for carpentry-related trade specializations.
- ▲ Recommendations of residential sector employers on changes in pre-employment training and the apprenticeship program that would improve their ability to meet current and future requirements for skilled carpenters.

1.2 Background

The recruitment and supply of trades workers generally involves significant demographic and labour market challenges in Nova Scotia, in Canada and elsewhere. In the case of carpenters, two specific challenges are of particular interest:

- ▲ Recruitment of young carpenters into the profession appears to have declined sharply. For example, 1991 and 2001 Census reports estimate that the number of carpenters in Nova Scotia under 25 years old dropped by 42% between 1991 and 2001 while the number in the 25-34 age group dropped by 46%. In 1991, 49% of the carpenters in Nova Scotia were under 35 compared to 28% in 2001.
- ▲ Apprenticeship completion rates for carpenters in Nova Scotia are low. Data provided by Statistics Canada show that completion to enrolments rates in Nova Scotia and across Canada were low in 2001 and declined over the 1991-2001 period. The trends are depicted in Exhibit 1.



Source: Statistics Canada; Culture, Tourism and Centre for Education Statistics.

Annual Reports of the Nova Scotia Apprenticeship Training and Skills Development Branch of the Department of Labour and Workforce

Development provides the following information on the carpentry program over the 2004/05 to 2006/07 period:¹

TABLE 1: INFORMATION ON CARPENTRY APPRENTICESHIP IN NOVA SCOTIA			
	2004/05	2005/06	2006/07
Number of new entrants to carpentry program	104	100	126
Number of active carpenter apprentices	575	468	466
Number of completions (i.e., certified as journeyperson carpenters)	17	32	36
Carpenter completions as % of active apprentices	3%	7%	8%
Number of trades qualified carpenters (i.e., meeting the certification requirements without doing the formal training)	7	12	10
Average age of carpenter apprentices	28	26	27

Pre-employment training is a key component of the overall apprenticeship system. A 2002 report indicates that 65% of new apprenticeship registrations in 2000-01 were graduates of pre-employment training offered at the Nova Scotia Community College.² However a significant 35% enter into apprenticeship directly from jobs in industry.

Given these factors, it is vitally important that individuals who enter and/or complete apprenticeship have the skills required by employers, succeed in finding employment and ultimately enjoy productive careers as carpenters and carpentry contractors.

1.3 Prior Research

Research conducted for the Atlantic Home Building & Renovation Sector Council (AHB&RSC) in Prince Edward Island and Newfoundland & Labrador indicates that employers in those provinces felt that graduates from pre-employment training often lacked practical carpentry skills and

¹ www.nsapprenticeship.ca/publications.shtml

² Report of the Co-Chairs of the Apprenticeship Public Consultations to the Nova Scotia Provincial Apprenticeship Board, "APPRENTICESHIP – Achieving Excellence through Partnership", December 2002, p. 14.

were not “job ready”. The lack of job readiness among graduates of training institutions was attributed by employers to an inadequate integration of classroom training and work on job sites. The lack of job readiness among graduates of pre-employment training had negative implications for both employers and trainees. Employers felt that they were losing a potentially valuable source of skilled carpenters while trainees found it difficult to find jobs due to their inability to meet employer expectations.

Findings from consultations held by the co-chairs of the Apprenticeship Public Consultations to the Nova Scotia Provincial Apprenticeship Board indicate that the integration of classroom training and work on job sites is an issue in Nova Scotia.

Placing pre-apprentices in a real-work environment early in their programs was noted to be critical to long-term success. Too often employers found graduates dissatisfied with actual working conditions. These were unknown or misunderstood by the student or not experienced as part of a co-op work term. Concern was also expressed about the disconnection between the clean environment of the NSCC campuses and the real world of work for many trades people.³

Some valuable findings on these issues were generated by a 2005 survey carried out for the AHB&RSC. The study involved a random sample survey of 245 owners or managers of home building or renovation businesses in Nova Scotia.

Thirty percent of the businesses had employed an apprentice carpenter sometime in the previous five years. These respondents were asked to describe how much they agreed or disagreed with three statements about the apprenticeship program, using a scale of 1 to 5. Over 80% of respondents agreed or strongly agreed that the apprenticeship program was a good way to train new carpenters, and a similar proportion

3 Ibid; p. 22.

expressed a willingness to take on more apprentice carpenters in the future. There were indications of a need for improvement in terms of information and support for employers who recruit carpenter apprentices.

TABLE 2: SUPPORT FOR APPRENTICESHIP SYSTEM, EMPLOYERS OF APPRENTICE CARPENTERS, 2005 SURVEY FINDINGS (N=74)

	Apprenticeship is a Good Way to Train New Carpenters	Apprenticeship System Provides Good Information and Support for Employers	You are Willing to Take on More Apprentice Carpenters in Future
1 Strongly Disagree	3%	12%	1%
2	1%	5%	0%
3	12%	22%	15%
4	9%	15%	15%
5 Strongly Agree	74%	46%	69%
Mean Rating	4.5	3.8	4.5

Source: PRAXIS Business Survey, Q9.

Three-fifths of the businesses had not hired any apprentice carpenters in the previous five years. These businesses were asked slightly different questions concerning the apprenticeship system. Again, respondents were asked to agree or disagree with three statements. The levels of agreement for each statement are described in the following table:

TABLE 3: SUPPORT FOR APPRENTICESHIP SYSTEM, NON-EMPLOYERS OF APPRENTICE CARPENTERS, 2005 SURVEY FINDINGS (N=174)

	Apprenticeship is a Good Way to Train New Carpenters	You Have a Good Understanding of How the Apprenticeship Program Works	You Would Take on a Carpenter Apprentice if Given the Opportunity
1 Strongly Disagree	1%	21%	13%
2	1%	5%	3%
3	11%	22%	17%
4	12%	8%	8%
5 Strongly Agree	74%	44%	59%
Mean Rating	4.6	3.5	3.9

Source: PRAXIS Business Survey, Q10.

These response patterns indicate consistently positive attitudes towards apprenticeship among non-participating employers, but suggest they need to know more about the program. Two-thirds of these respondents expressed a willingness to take on apprentices.

Business owners/managers suggested some practical ways to improve the apprenticeship system.

TABLE 4: PRACTICAL WAYS TO IMPROVE THE APPRENTICESHIP SYSTEM FOR THE INDUSTRY, 2005 SURVEY FINDINGS

PERCENT OF RESPONDENTS WHO MENTIONED EACH POINT (N=245)

More on-the-job/hands-on/practical/basic training (n=67)	27%
Financial supports needed – wage subsidies for employers, reduce cost of courses for apprentices (n=28)	11%
Promote trades and recruit more people (n=12)	5%
Need mandatory licensing/certification (n=10)	4%
Better communication with employers/education system (n=10)	4%
Promote apprenticeship program/educate employers (n=7)	3%
Raise standards (n=7)	3%

Source: PRAXIS Business Survey, Q11.

1.4 Nova Scotia Residential Construction Labour Supply Study

In the summer of 2008 PRAXIS Research, in partnership with DMD Economics and Canmac Economics, completed a study on current and future demand for, and supply of, skilled workers in key occupational categories in Nova Scotia’s home building and renovation industry.⁴ The project was carried out for the AHB&RSC with funding support from Service Canada.

The policy and programming recommendations derived from the analysis addressed specific findings related to apprenticeship programs. The following is a summary of key findings related to apprenticeship.

⁴ Atlantic Home Building & Renovation Sector Council, Nova Scotia Residential Construction Labour Supply Study, August 2008.

While there is general agreement among industry stakeholders on the relevance and effectiveness of the training and apprenticeship system for the residential construction sector, the study found convincing evidence of a continuing and serious “disconnect” between industry needs and the capacities of the training system.

The Nova Scotia Community College (NSCC) presents convincing evidence that marketing of careers in the sector and recruitment of new trainees is not the issue: their programs in carpentry and related trades are over-subscribed every year. However, not enough of these new recruits carry all the way through training and apprenticeship to become appropriately qualified career workers in the sector and in the province.

A key issue appears to be the need for more effective transitions by trainees from pre-employment training to placements in industry. A shortage of employers willing to take apprentices and the increasingly limited number of tradespersons qualified to mentor apprentices are seen as the most important constraints.

.... Among trainees who do get placements, too many are dropping out of apprenticeship before reaching journey person status. In a tight labour market and a very busy industry the costs for employers in providing training to unskilled new entrants, the costs to apprentices of taking their block release units for classroom work, and the lack of meaningful wage incentives for completion are key factors.

The apprenticeship system may need to show greater flexibility in relation to mentor/apprentice ratios and other issues.⁵

The report recommended the following in relation to the apprenticeship system:

-[Enhanced] *innovations and greater flexibility in the apprenticeship system;*
- *Introduction of trades specializations;*
- *The development and implementation of a PLAR program to certify as many workers in the industry as possible, in as short a time as possible, to expand the numbers of qualified apprenticeship mentors in the industry.⁶*

5 Ibid; pp. iii-iv.

6 Ibid; p. 88.

The report also called for a major research initiative to quantify the potential for trades certification for unqualified workers in the industry.

In terms of new research and consultation initiatives, the AHB&RSC should place the highest priority on knowing more about the training needs and certification potential of the thousands of career workers in the industry who are not qualified journeypersons in their trades. This knowledge is needed to support the Working Group in its development of a comprehensive strategy. The objective should be to determine what proportions of the unqualified labour force fall into the various categories discussed above, i.e., trades workers with sufficient knowledge, skill and experience to challenge and pass the carpentry examination to become journeypersons, workers needing some training to fill skills gaps prior to challenging for journeyperson status, etc.⁷

1.5 Canada-wide Perspective

There is considerable evidence that the challenges faced in Nova Scotia are not unique to the province or to the carpentry trade. Current labour market conditions and demographic trends are generating challenges for apprenticeship program in many jurisdictions and across many industry sectors.

A CBC News report provides the following overview:

With the pool of mechanics, electricians, and machinists shrinking as workers in Canada hit retirement age, individuals with these skills are put at a premium – and compensated accordingly. Combine that with a booming economy and a flurry of construction starts, there should be lots of people clamouring to work in the trades.

But according to Paul Cappon, president of the Canadian Council on Learning, there are not significantly more graduates from apprenticeship programs today than a decade ago. It's a particularly strange phenomenon considering there has been a surge of applicants entering apprenticeship programs across the country, he said.

Between 1991 and 2003, the number of registrants for apprenticeship training has steadily climbed each year, according to a 2006 Statistics Canada report. In 1991, 32,306 entered into apprenticeship programs, a figure which rose dramatically in 2003 to 54,938. However, the

⁷ Ibid; pp. 88-89.

number of apprentices graduating has stayed static over the same time period, hovering at around 18,000. "They're dropping out for various reasons," Cappon said. "As of 2004, we weren't producing any more apprentices who were certified than we were in 1994, even though we recognize that there's a crunch in terms of the skilled labour that we require," he said.⁸

A major 2005 study on apprenticeship in Canada identified broad themes:

The Canadian apprenticeship system has been under review in the past decade due to concerns in a number of areas, including the low number of completions relative to total registrations. This debate has centered on the apprenticeship system's role with respect to two related but distinct sets of issues. The first is the school-to-work transition agenda, which is concerned with supporting youth entering the work force in an increasingly demanding and complex labour market. From this perspective, apprenticeship has a valuable role to play as an educational alternative for youth who currently do not pursue post-secondary education. Currently, negative public perception of the trades, among other factors, has kept youth participation marginal in the apprenticeship system such that most apprentices are currently over the age of twenty-four. The second motivation for discussion is the concern on the part of certain organizations that Canada may face an impending skills shortage, particularly in the skilled trades.⁹

Regarding the completions issue the report provides the following detail:

While apprenticeship registration has grown substantially, the number of apprentices completing their programs has not grown proportionately. From 1977 to 2002, apprenticeship registration increased 90.8 per cent but apprenticeship completion actually decreased, by 5.3 per cent. By all calculations, the ratio of apprenticeship completions to apprenticeship registrations has decreased substantially. By perhaps the most appropriate estimation, the completion rate of apprentices in 2001 was 46.9 per cent, down from 62.9 per cent in 1982.¹⁰

While acknowledging some of the technical issues and data constraints involved, the report provides the following estimates of completion rates

8 CBC News In Depth: Apprenticeships, October 23, 2007
www.cbc.ca/news/background/work/apprenticeship.html

9 Andrew Sharpe, James Gibson, "The Apprenticeship System in Canada: Trends and Issues", Centre for the Study of Living Standards. Ottawa, 2005, www.csls.ca/reports/csls2005-04.pdf p. 6.

10 Ibid; p. 9.

for different trades sectors and for all trades.¹¹ It is notable that building and construction trades appear to have the lowest completion rates.

**TABLE 5: COMPLETION RATES BY TRADES GROUPS
(%)**

	1996	2002	% Change
Electrical & Electronics Trades	56.57	50.06	-6.51
Motor Vehicle & Heavy Equipment Trades	48.82	43.53	-5.30
Industrial & Mechanical Trades	59.58	42.13	-17.45
Metal Fabricating Trades	61.43	40.70	-20.74
All Trades	52.46	38.73	-13.73
Food & Services Trades	77.05	33.84	-43.21
Other Trades	47.15	29.55	-17.60
Building & Construction Trades	33.49	24.59	-8.90

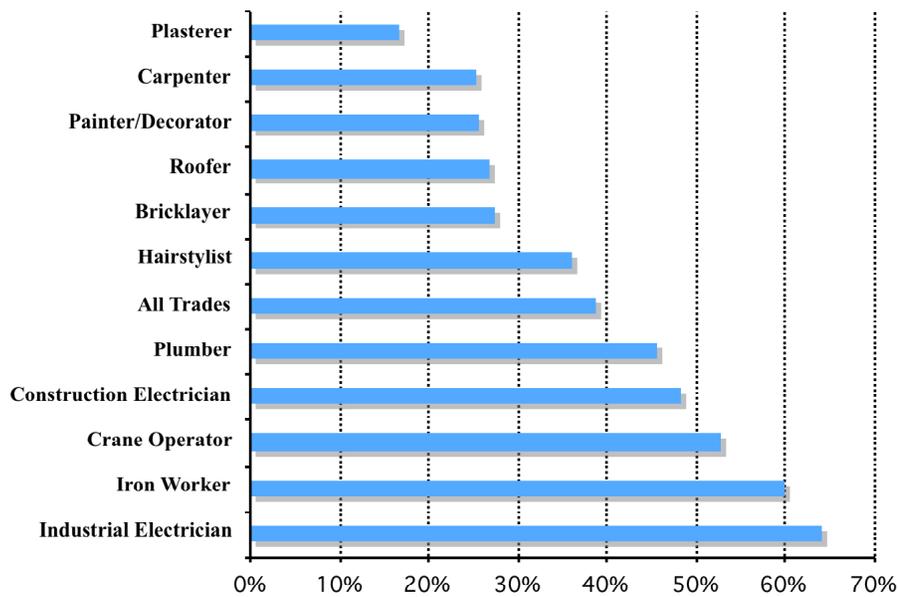
This data indicates that the building and construction trades, covering both residential and industrial/commercial/institutional construction, have relatively low completion rates with a nearly 9% decrease – less pronounced than for all trades taken together – over the 1996 to 2002 period.

The report also provides evidence that completion rates vary considerably across individual trades, as illustrated in the following graph:¹²

¹¹ Ibid; p. 49.

¹² Ibid; p. 52.

Apprenticeship Completion Rates, 2002



The report offers the following comment on these variations among trades:

It is clear from these data that some trades have completion rates that are far higher than others, presumably because the value of completing an apprenticeship for both employers and employees is much higher.¹³

It is not pointed out that the five trades in the graph with the lowest completion rates – all vitally important to residential construction – are “non-compulsory” trades, while journeyperson status is required to work in most of the highest completion rates trades (e.g., electricians, plumbers).

1.6 Summary

This brief review of research findings on apprenticeship training confirms four principal themes.

1. There is broad support in industry for apprenticeship as the preferred method for training for residential construction trades.

¹³ Ibid.

2. The training system has not kept pace with the burgeoning demand for skilled labour over the past decade driven by an aging workforce, falling recruitment levels and strong growth in industry activity.
3. Inadequate completion rates for apprentices in residential construction related trades are a serious issue and a major constraint on the effectiveness of apprenticeship training.
4. Greater cooperation and coordination between the training institutions, industry organizations and individual employers will be needed to make measurable improvements in apprenticeship programs related to residential construction.

2.0 Findings from Survey Research

2.1 Methodology

The Carpentry Apprenticeship Study involved surveys of four populations using different methods in each case:

1. Currently registered apprentices by means of face-to-face administration of surveys during training sessions at the NSCC.
2. A mail-in survey of employers of currently registered apprentices.
3. A telephone survey of employers of carpenters who are not registered apprentices (and potentially could be).
4. A telephone survey of carpenters who are not journeypersons and not registered apprentices, but potentially could undertake apprenticeship training.

The opportunity to win one of two \$100 gift certificates was used as an incentive to attract respondents to the surveys. Surveying began in the late spring 2007 and was postponed because of very low response rates during the season of heaviest industry activity. Surveying resumed in October 2007 with a second mail-out to employers of apprentices and visits to classrooms to administer the survey on a face-to-face basis with currently active apprentices.

For the non-apprentice employers substantial work was done to develop a sample frame (names and phone numbers), building on a database provided in 2006 by the AHB&RSC, Atlantic Home Warranty and the Nova Scotia Homebuilders' Association (NSHBA). The up-to-date NSHBA membership list did not become available so the Yellow Pages and other sources were used to update the 2006 database. Some names and phone numbers of non-apprentice carpenters were provided by employers contacted on the phone survey but there was general reluctance to

provide these names. This added to the challenge of reaching the target number of respondents for this population.

In addition to the above challenges there were several other industry surveys being carried out at the same time by federal and provincial departments and agencies. Survey fatigue may have been an additional factor in the extra efforts needed to get a large enough sample for each of the target populations.

The survey instruments are attached as Appendices A, B, C and D.

The following table describes the targets for the four survey populations and the number of completed surveys.

TABLE 6: SURVEY POPULATIONS					
	Total Population	Targets for Completions	Theoretical Error Rate	Actual Completions	Confidence Interval (+/-)
Registered Carpenter Apprentices	473	120	7.5%	132	7.3%
Employers of Registered Apprentices	186	75	8.8%	77	8.6%
Non-Apprentice Carpenters	6,375 ¹⁴	120	8.9%	70	11.7%
Employers of Non-Apprentice Carpenters	2,200 ¹⁵	100	9.5%	127	8.4%

The targets for the number of actual completed surveys were met or exceeded for three of the four groups and therefore the reliability of the results is within the theoretical error rates shown above. For non-apprentice carpenters the theoretical error rate, as a result of the lower number of respondents, is plus or minus 11.7% versus the targeted 8.9%. This means that the reported results can be expected to represent the views of the overall population for each group within the range of the

14 The number of carpenters working in Nova Scotia based on the 2001 Statistics Canada Census. Data is unavailable on what proportion of the 6,375 carpenters are involved in residential construction.

15 This figure represents a rough estimate of companies that employ carpenters and are involved, to some extent, in the residential construction sector. The estimate is based on the Statistics Canada Business Register as of June 2006.

confidence intervals shown above, 19 times out of 20. If responses are heavily weighted to a particular answer, then the results are even more reliable.

2.2 Survey of Registered Carpenter Apprentices

2.2.1 Profile of Respondents

TABLE 7: YEAR OF STUDY							
Year	HRM	Valley	South Shore	North Mainland	Cape Breton Island	Total	% of Total
1	18	5	4	6	1	34	26%
2	11	4	4	1	5	25	19%
3	5	5	16	6	11	43	33%
4	13	2	1	3	10	29	22%
Total	47	16	25	16	27	131	
% of Total	36%	12%	19%	12%	21%		

A total of 132 out of 473 registered carpenter apprentices responded to the survey. One of these was from New Brunswick. One-third of the respondents were from the third year of the program. Fewer than 20% of the respondents were in the second year of the program. Both South Shore and Cape Breton regions had a somewhat higher number of respondents compared to their share of population, with the other three regions having a slightly lower percentage. Overall, the respondents are a good representation of both year in the program and regions of the province.

TABLE 8: FIVE MOST RECENT EMPLOYERS		
Industry Sub-sector	#	%
Mix of New Home Construction & Renovation/Repair	111	34%
Residential Renovation/Repair	65	20%
New Home Construction	46	14%
Industrial/Commercial/Institutional Construction	101	31%
Total	323	

Fifty-three of the 128 respondents had worked for three or more employers. Approximately one-third of them reported that they worked for employers with a focus on a mix of home construction and renovation/repair or for industrial/commercial/institutional construction. Only 14% of the employers were focused on new home construction exclusively.

2.2.2 Career Perspectives

TABLE 9: CAREER PLANS

Industry Sub-sector	Total	% of Total
Residential Renovation/Repair	3	2%
New Home Construction	8	6%
Mix of Home Construction & Renovation/Repair	57	43%
Industrial/Commercial/Institutional Construction	12	9%
Best Job Opportunities	42	32%
Other	1	1%
Unknown	6	5%
No Response	3	2%

When asked where they planned to work after completing their apprenticeship training, 43% of apprentices responded that they planned to work in a mix of home construction and renovation/repair. Almost 32% said they would work wherever there is the best job opportunity. A little over 17% will be focused in one of the other areas shown above. Only 9% stated that they planned to work mainly in the industrial/commercial/institutional sector. Another 9% did not indicate or did not know what field they will work in.

Comparison of apprentices in early parts of the program (years one and two) with apprentices in the last two years (years three and four) showed some interesting differences for this question. Forty percent of senior apprentices indicated that they would work in the area providing the best job opportunities compared to 22% for those in the early part of the

program. Year one and two apprentices were more likely to choose new home construction and mix of home construction and renovation/repair compared to year three and four apprentices (58% and 42% respectively).

Apprentices were asked to identify the importance of a number of factors in shaping their plans to work in a particular sector of the construction industry. Table 10 shows their responses based on a 1 to 5 scale ranging from *not important at all* to *very important*. Ratings of 1 and 2 were combined in the *not important* group and 4 and 5 were combined in the *important* grouping.

TABLE 10: FACTORS CONTRIBUTING TO CAREER PLANNING					
How important are each of the following factors...	Not Important	Neutral	Important	Avg	n
The available wage rates	2	6	123	4.6	131
The availability of jobs	7	8	116	4.4	131
The particular type of carpentry work you personally prefer and most enjoy doing	12	25	94	3.9	131
The opportunity to own and operate your own business in future	24	23	84	3.7	131
The opportunity to work in a particular community	23	32	76	3.5	131
The opportunity to work for an employer you trained with as an apprentice	57	39	35	2.6	131
The opportunity to work in a unionized workplace	63	41	27	2.4	131
The opportunity to work for an employer you know personally (but not family)	61	54	16	2.3	131
The opportunity to work in a family business (i.e., with people you are related to)	70	16	41	1.8	127
Other	0	0	7	5.0	7

Wage rates and availability of jobs were clearly the most important factors in shaping plans for working in a particular sector in the construction industry, with approximately 90% of respondents saying this was important or very important. Enjoyable work and owning their own business were the next most important reasons for choosing a particular sector followed closely by the opportunity to work in a particular

community. Working for a person you know or trust and working in a unionized environment was not considered important by the majority of respondents. Only one-quarter of respondents replied that it was important to work with an employer they had trained with as an apprentice while over 40% said this was not important.

Apprentices were asked for their opinion on why a significant number of people who start the apprenticeship program drop out before they get their journeyman status. They were asked to rate the importance of a number of reasons for not completing the program. Table 11 shows their responses based on a 1 to 5 scale from *not important at all* to *very important*. Ratings of 1 and 2 were combined in the not important group and 4 and 5 were combined in the important grouping.

TABLE 11: REASONS FOR NOT COMPLETING APPRENTICESHIP PROGRAM

How important are each of the following reasons...	Not Important	Neutral	Important	Avg	n
Wage rates for apprentices are too low	21	23	88	3.8	132
Apprentices have difficulty finding good placements and mentors to learn the practical job skills	24	29	78	3.6	131
Apprentices do not get enough encouragement and support from employers to complete the program	27	27	78	3.6	132
The technical training courses (classroom or Internet-based) are not available in the local community and it is difficult to travel to do the courses	28	28	76	3.5	132
There are good carpentry jobs available without becoming a journeyman	22	39	70	3.4	131
Apprentices realize during the program that they simply do not enjoy doing carpentry and construction work	30	43	58	3.2	131
Apprentice carpenters have particular difficulty doing the classroom work	41	40	51	3.0	132
Apprentices feel that they are not getting the skills and knowledge they need to be successful as carpenters	57	38	36	2.8	131
Other reason	0	0	18	4.9	18

Low wage rates, lack of good placements and mentors, inadequate encouragement and support, local community access, and availability of good jobs are all fairly close in reasons for dropping out with an average rating from 3.8 to 3.4. Over 50% of respondents rated each of these as important. Ability to do the work and learning opportunities are not seen as being as important to completing the program with an average rating from 2.8 to 3.0. In addition to the above eight factors, 18 of the respondents provided other reasons. These have a general theme of lack of support – from government, employers, journeyperson-mentors, and finances.

For two of these variables the response patterns were measurably different for year one and year two students versus year three and year four students. The more junior students were evenly split on not important, neutral and important on the issue of “not getting knowledge and skills they need” in the classroom. Among year three and year four students, twice as many responded that this was **not** important compared to those who felt it was important. Similarly, year one and two students felt that the “difficulty doing the classroom work” was more important as a reason for dropping out than did the senior students. Even with these differences, these two factors are at the low end of the scale as reasons for not completing the program of studies.

Appendix E lists additional reasons why respondents thought apprentices do not complete the program.

2.2.3 Program Effectiveness

The apprenticeship program requires that apprentices be supervised or mentored by a journeyperson carpenter who is responsible to confirm the hours worked in the trade and to ensure that the apprentice develops competency in a full range of carpentry skills. The apprentices were asked for their opinion on the effectiveness of their mentors in a number of

training areas. Table 12 shows their responses based on a 1 to 5 scale from *not effective at all* to *very effective*. Ratings of 1 and 2 were combined in the ineffective group and 4 and 5 were combined in the effective grouping.

TABLE 12: EFFECTIVENESS OF TRAINING SUPERVISION					
How effective has your supervising journey person(s) been in...	Ineffective	Neutral	Effective	Avg	n
Giving you the knowledge and skills to work with the different materials required on the job	8	11	113	4.2	132
Giving you the knowledge and skills to use the specific tools required on the job	7	12	113	4.2	132
Giving you the basic knowledge and skills for health and safety on the job	11	11	110	4.2	132
Providing a good role model as a professional carpenter	12	24	92	3.9	128
Providing ongoing supervision of work activities so that you learn as you go	19	23	90	3.8	132
Giving you feedback on your weaknesses and areas where you need to improve	16	29	87	3.7	132
Taking steps to make sure that other workers on the site look out for you and also provide advice and instruction when needed	23	45	64	3.5	132
Giving you feedback on your strengths and your progress in training	26	36	70	3.5	132
Helping you keep your log book up to date and signed off	34	28	70	3.4	132
Following the program to make sure you cover all the different skills and competencies that are required	41	34	57	3.2	132

Over 80% of respondents reported that their mentors were effective in providing skills and knowledge with respect to working with different materials on the job and the use of specific tools, as well as for health and safety. Seventy percent of respondents reported that the supervising journey person provided a good role model as a professional carpenter. Mentors were not seen to be quite as effective in providing supervision of work activities and feedback on weaknesses and areas needing improvement. Administrative tasks such as helping with log books and

following the apprenticeship program had the lowest effectiveness rating with only slightly over 40% reporting that their supervisors were effective in covering all aspects of the program.

The apprenticeship program requires apprentices to complete groups of technical training either in the classroom or via the Internet. The apprentices were asked for their opinion on the effectiveness of various aspects of the technical training in preparing them for carpentry work in new home construction and/or renovation/repair. Table 13 shows their responses based on a 1 to 5 scale from *not effective at all* to *very effective*. Ratings of 1 and 2 were combined in the ineffective group and 4 and 5 were combined in the effective grouping.

TABLE 13: EFFECTIVENESS OF TECHNICAL TRAINING					
How effective was classroom training in...	Ineffective	Neutral	Effective	Avg	n
Giving you the basic knowledge and skills for health and safety on the job	3	9	118	4.3	130
Giving you knowledge about current regulations, codes and standards for residential construction	4	15	111	4.3	130
Giving you theory needed for residential construction and overall understanding of the house as a system	5	12	113	4.2	130
Giving you knowledge about the range of materials used in residential construction	5	20	105	4.2	130
Giving you knowledge and skills to use the range of tools used in residential construction	7	20	102	4.1	129
Giving you knowledge about building science (heating, moisture flows and control, insulation, energy efficiency, etc.) for residential construction	7	18	105	4.0	130
Giving you knowledge and skills in communications and business practices for residential construction	15	38	77	3.6	130

A strong majority of respondents (80% or more) considered virtually all aspects of the technical training to be effective with six of the seven categories having an average score of 4.0 or higher. Training in

communications and business practices for residential construction was scored considerably lower but still had a slight majority reporting it to be effective. Given that 84 respondents (65%) indicated owning their own business was an important factor in making their career plans (see Table 10), this could be an area for improvement.

2.2.4 Apprenticeship Program Changes

Other provinces are changing their carpentry apprenticeship programs so that apprentices will have options either to follow the traditional four-year program to become full journeyperson carpenters, or to become certified in one of four “carpentry trades specializations” after a year or less of training. The proposed specializations are:

- ▲ Foundations
- ▲ Framing
- ▲ Exterior Finishing
- ▲ Interior Finishing

An apprentice could become, for example, a certified framer and work in that sub-trade throughout his/her career. Alternatively, if he/she went on to complete all four specialization modules he/she would then become a full journeyperson carpenter.

With the above information to provide context, apprentices were asked about their level of agreement on whether the carpenter apprenticeship program should include modularized training and certification for trades specializations. Their responses shown in Table 14 were on a 1 to 5 scale from *strongly disagree* to *strongly agree*. Ratings of 1 and 2 were combined in the disagree group and 4 and 5 were combined in the agree grouping. Apprentices were also asked which of three paths they would have chosen if these had been available at the time they started the program. Table 14 also shows their responses to this question.

TABLE 14: APPRENTICESHIP PROGRAM CHANGES

How much do you agree or disagree with...	Disagree	Neutral	Agree	Avg	n
The carpenter apprenticeship program should include modularized training and certification for trades specializations	47	17	59	3.1	123
If these options had been available when you started the carpentry apprenticeship program, which apprenticeship option would you have chosen?					
Option			#	%	
To take the four-year carpenter apprenticeship program as it is currently structured			93	74%	
To become certified in a year or less in a trades specialization to qualify for employment in that sub-trade area			2	2%	
To become a journeyman carpenter by completing one trade specialization module at a time, perhaps working in industry in-between			20	16%	
Don't know			10	8%	

The respondents showed a polarization on the idea of changes to the training approach with 38% disagreeing with modularized training and certification for trades specializations while 48% agree. Only 14% were neutral. The overall rating of 3.1 masks the diversity of opinion for this question. Seventy-four percent of the respondents would have chosen the four-year carpenter apprenticeship program as it is currently structured. Only 16% would have chosen the option of completing one module at a time. This result is in sharp contrast to the support for making changes.

Apprentices were asked to recommend any changes in the carpentry apprenticeship training program that would improve their employment and career prospects in the residential construction sector. Seventy-eight of the apprentices provided diverse and thoughtful suggestions for consideration in changes to improve the overall apprenticeship experience. Appendix F lists the detailed comments made by respondents. The suggestions have been grouped into eight categories within each group of respondents.

2.3 Survey of Residential Sector Businesses that Employ and Mentor Registered Carpenter Apprentices

2.3.1 Profile of Respondents

TABLE 15: REGION AND MAIN BUSINESS

Main Business	HRM	Valley	South Shore	North Mainland	Cape Breton Island	All Nova Scotia	Other	Total	% of Total
Mix of New Home Construction & Renovation/Repair	10	4	12	1	5		3	35	45%
Residential Renovation & Repair	5	2	3		3		1	14	18%
New Home Construction			1					1	1%
Residential Construction sub-trade/sub-contractor	7		1		1			9	12%
Residential and Industrial/Commercial Construction	6	1	3		3	2	2	17	22%
No Response			1					1	1%
Total	28	7	21	1	12	2	6	77	
% of Total	36%	9%	27%	1%	16%	3%	8%		

Seventy-seven companies responded to the survey of residential sector businesses that employ and mentor registered carpenter apprentices. These employers carried out their business largely in the regions shown above. Those in the other category were primarily in HRM and a neighbouring area, e.g., Valley, South Shore, Colchester County. One of the two employers doing business throughout Nova Scotia also did business in New Brunswick. With only one employer from North Mainland, this region is not well represented in the survey results.

Of the nine employers indicating that they work as a sub-trade sub-contractor, five of them worked in framing. The other four employers responded that they covered all sub-sectors of the trade. One of the

respondents was a union representative who helped to place apprentices with other employers, but did not directly employ apprentices.

TABLE 16: CARPENTERS EMPLOYED AND APPRENTICESHIP ENGAGEMENT

Carpenters Employed over last 12 Months	Number of Companies	Number of Carpenters	Apprentice Carpenters Engaged Last Five Years	Number of Companies	Number of Apprentices
1 to 4	44	111	1 to 4	60	125
5 to 9	18	106	5 to 9	7	46
10 to 19	6	80	10 to 19	4	48
20 to 40	6	175	20 to 40	1	25
Total	74	472	Total	72	244

Sixty-two of the 77 respondents employed less than 10 carpenters. Sixty of the companies had engaged less than five apprentices over the last five years for a total of 125 apprentices, while 12 of the companies engaged 119 apprentices, just under half of the total reported.

2.3.2 Perspectives on Apprenticeship

Employers were asked about their opinions on key aspects of the carpenter apprenticeship program. Their responses are shown in Table 17 based on a 1 to 5 scale from *strongly disagree* to *strongly agree*. Ratings of 1 and 2 were combined in the disagree group and 4 and 5 were combined in the agree grouping.

TABLE 17: EMPLOYER OPINIONS ON APPRENTICESHIP

How much do you agree or disagree that...	Disagree	Neutral	Agree	Avg	n
Apprenticeship is a good way to train new carpenters for residential construction	4	4	69	4.5	77
You would be willing to take on more carpenter apprentices in future	5	6	66	4.3	77
Apprenticeship has been a good way for you to attract, train and retain carpenter-employees within your own business	15	23	37	3.5	75
The apprenticeship system provides good information and support for employers who take on carpenter apprentices	17	17	43	3.5	77

Over 85% of respondents agreed that apprenticeship was a good way to train new carpenters and that they would be willing to take on more carpenter apprentices in the future. Only half of the respondents agreed that apprenticeship was a good way to recruit and retain employees. Similarly, the level of information and support provided by the apprenticeship system was considered good by just over half of the respondents.

Employers of apprentices were asked to identify the importance of a number of factors in their decision to hire or not hire an apprentice carpenter. Table 18 shows their responses based on a 1 to 5 scale from *not important at all* to *very important*. Ratings of 1 and 2 were combined in the not important group and 4 and 5 were combined in the important grouping.

TABLE 18: CONSIDERATIONS IN HIRING APPRENTICES					
How important are each of the following factors...	Not Important	Neutral	Important	Avg	n
Whether or not you need more workers to handle current workloads	4	6	67	4.4	77
Whether the individual impresses you in an interview meeting	3	9	65	4.3	77
Whether you have time to supervise and mentor an apprentice	5	13	59	4.0	77
Whether the individual comes recommended by people you know in the industry	9	10	58	3.9	77
Whether the individual comes recommended by people you know in the community	10	13	54	3.7	77
Whether the individual comes recommended by staff members of the Community College	9	17	51	3.7	77
Whether the individual has successfully completed pre-employment carpentry training at the Community College	13	13	51	3.6	77
Whether you know the particular individual beforehand and are confident he or she will be a good apprentice	14	14	48	3.6	76

The majority of respondents felt that all of the above factors were important in their decision to hire apprentices. The need for more workers and impressions from an interview were clearly the two strongest factors with 85% of employers saying these were important. Three-quarters of the employers reported that having the time to supervise and mentor an apprentice as well as recommendations by people known in the industry were important. The role of the Community College was also considered important but was not as strong as the other reasons while knowing the individual was reported as the least important of the eight factors.

Employers of apprentices were asked for their opinions on why a significant number of people who start the apprenticeship program drop out before they get their journeyman status. They were asked to give the importance of a number of reasons for not completing the program. Table 19 shows their responses based on a 1 to 5 scale from *not important at all* to *very important*. Ratings of 1 and 2 were combined in the not important group and 4 and 5 were combined in the important grouping.

TABLE 19: REASONS FOR NOT COMPLETING APPRENTICESHIP PROGRAM

How important are each of the following reasons...	Not Important	Neutral	Important	Avg	n
Apprentices have difficulty finding good placements and mentors to learn the practical job skills	7	7	61	4.1	75
There are good carpentry jobs available without becoming a journeyperson	8	7	60	4.0	75
Some people start the program and then realize they are not cut out for carpentry and construction work	10	16	48	3.8	74
Apprentices do not get enough encouragement and support from employers to complete the program	19	11	44	3.5	74
Wage rates for apprentices are too low	20	16	39	3.4	75
The technical training courses are not available in the local community	27	11	37	3.3	75
Apprentices feel that they are not getting the skills and knowledge they need to be successful as carpenters	27	12	34	3.2	73
Apprentice carpenters have particular difficulty doing the classroom work	21	17	35	3.2	73
Employers are reluctant to give apprentices time off for classroom training	32	15	28	2.8	75

Over 80% of employers felt that difficulty finding good placements and mentors was the most important reason for apprentices not completing the program. This was closely followed with the belief that the availability of good carpenter jobs without becoming a journeyperson was an important reason for dropping out. Recognition that the apprentice was not “cut out” to be a carpenter was selected as the next strongest reason given for dropping out by 65% of respondents. Giving time off for training was shown as the least important reason for dropping out.

While wage rates were reported by just over half of the respondents as important, apprentices rated this same factor as the most important reason for dropping out. Almost 60% of employers and 60% of apprentices rated the lack of employer support of apprentices as an important factor.

Thirty-four of the employers offered other reasons for dropping out. Slightly more than half of these cited affordability and financial reasons. The availability of jobs without requiring a journey person designation and union approaches with respect to journeypersons were cited by seven of the employers. The balance of the suggestions had to do with inadequacies in job training, lack of supports for employers and apprentices, and attitudes of apprentices.

Appendix E lists the additional reasons why respondents thought apprentices do not complete the program.

2.3.3 Program Effectiveness

The employers of apprentices were asked their views on the effectiveness of various aspects of the technical training in preparing apprentices for carpentry work in new home construction and/or renovation/repair. Table 20 shows their responses based on a 1 to 5 scale from *not effective at all* to *very effective*. Ratings of 1 and 2 were combined in the ineffective group and 4 and 5 were combined in the effective grouping.

TABLE 20: EFFECTIVENESS OF TECHNICAL TRAINING					
How effective was classroom training in...	Ineffective	Neutral	Effective	Avg	n
Basic knowledge and skills for health and safety on the job	2	3	71	4.3	76
The use of the range of tools used in residential construction	9	11	56	4.0	76
Theory and overall approaches needed for residential construction	6	14	56	3.9	76
Working with the range of materials used in residential construction	7	15	54	3.9	76
Current regulations and standards for residential construction	7	16	52	3.8	75
Insulation standards and methods for residential construction	9	13	52	3.8	74
Moisture control and ventilation for residential construction	11	19	44	3.6	74
Communications and business practices for residential construction	11	25	39	3.5	75

Seventy-one out of 76 respondents felt that the most effective aspect of classroom training was providing basic knowledge and skills for health and safety on the job. Just over 70% of the respondents felt that the classroom training for the next five items above was effective. Communications and business practices had the lowest effectiveness rating with just over half of the respondents rating this aspect effective. Apprentices rated both the first and last of the above aspects of classroom training virtually the same as did the employers.

2.3.4 Apprenticeship Program Changes

Because of industry growth and older workers retiring, the residential construction industry needs more skilled carpenters to come into the sector. Employers of apprentices were asked for their opinion on the effectiveness of several methods for expanding the apprenticeship program for residential construction carpenters. Table 21 shows their responses based on a 1 to 5 scale from *not effective at all* to *very effective*. Ratings of 1 and 2 were combined in the ineffective group and 4 and 5 were combined in the effective grouping.

TABLE 21: EFFECTIVENESS OF PROGRAM EXPANSION INITIATIVES					
How effective would each of the following be...	Ineffective	Neutral	Effective	Avg	n
Expand the tax incentives for employers to take on apprentices	1	3	71	4.7	75
Expand the financial incentives and supports for young people to enter trades training and apprenticeship	0	3	73	4.7	76
Expand and improve trades training at the high school level	7	4	65	4.3	76
Do a better job of selecting people with the right attitudes, interests and abilities to become trades workers	5	7	64	4.3	76
Employers pay higher wage rates for apprentices	4	17	55	4.0	76

All of the proposed methods for expanding the apprenticeship program were deemed to be effective by the respondents. Ninety-five percent deemed the financial incentives to be the most effective approach. Government support to both employers and apprentices received the highest mean rating. In spite of a potential bias, the increased employer wage rates suggestion still received a fairly high rating in the overall survey with over 70% responding it would be effective. In addition, 22 of the employers offered other observations and suggestions for expanding the apprenticeship program. These suggestions were combined with other changes provided by 48 of the employers. These provided a diverse and thoughtful series of suggestions for consideration in changes to improve the overall program. Appendix F lists the detailed comments made by respondents grouped into eight broad categories within each of the four survey groups.

Employers of apprentice carpenters were asked about their level of agreement on whether the carpenter apprenticeship program should include modularized training and certification for trades specializations. Their responses shown in Table 22 were on a 1 to 5 scale from *strongly disagree* to *strongly agree*. Ratings of 1 and 2 were combined in the disagree group and 4 and 5 were combined in the agree grouping.

TABLE 22: TRADES SPECIALIZATION					
How much do you agree or disagree with...	Disagree	Neutral	Agree	Avg	n
The carpenter apprenticeship program should include modularized training and certification for trades specializations	17	12	47	3.6	76
You would encourage one or more of your current employees to become an apprentice for a trades specialization	31	13	31	3.0	75
You would be interested in taking on apprentices for training in trades specializations	34	12	30	2.9	76

Just over 60% of respondents agreed that the carpenter apprenticeship program should include modularized training. Only about 40% of the

respondents agreed that they would encourage current employees to become an apprentice for a trades specialization or take on an apprentice for a trades specialization. This contrasts with over 85% indicating an interest in taking on a carpenter apprentice as shown in Table 17.

2.4 Survey of Employers of Non-apprentice Carpenters

2.4.1 Profile of Respondents

Sector	HRM	Valley	South Shore	North Mainland	Cape Breton Island	All Nova Scotia	Other	Total
Mix of Home Construction & Renovation/Repair	12	5	12	7	7	5		48
Residential Renovation/Repair	15	3	5	5	1	2	3	34
New Home Construction	9	2	2	6	2	6		27
Residential Construction sub-trade/sub-contractor	4	1	2	5	3	1		16
Other	1					1		2
Total	41	11	21	23	13	15	3	127
% of Total	32%	9%	17%	18%	10%	12%	2%	

A total of 127 companies that employ only non-apprentice carpenters responded to the survey of residential sector businesses. These employers carried out their business largely in the regions shown above. Those in the other category were primarily in HRM and a neighbouring area, i.e., Valley and North Mainland. The employers responding to this survey were more regionally representative than were those responding to the employers of the registered apprentices survey.

Of the 18 employers indicating that they work as sub-trade contractors, five of them worked in foundations. Those under the other category responded that they covered supplies and sales, and excavation. One reported working in all areas while another reported working in flooring, drywall and painting and decorating.

TABLE 24: CARPENTERS EMPLOYED AND APPRENTICESHIP ENGAGEMENT

Carpenters Employed over last 12 Months	Number of Companies	Number of Carpenters	Apprentice Carpenters Engaged Last Five Years	Number of Companies	Number of Apprentices
1 to 4	70	161	1 to 4	34	75
5 to 9	17	98	5 to 9	6	31
10 to 19	7	81	10 to 19	1	10
20 to 40	3	85	20 to 40		
Total	97	425	Total	41	116

As shown in Table 24, a total of 425 carpenters were employed by 97 of the 127 companies over the last 12 months. Forty-one of the 127 companies had engaged a total of 116 apprentices over the last five years, but did not currently have any apprentice carpenters. Twenty-six of the respondents employed no carpenters in the last 12 months and 81 of the respondents had engaged no apprentices in the last five years. Four of the respondents did not know or were not sure how many carpenters they employed. Similarly five respondents were not sure about the number of apprentices engaged in the last five years.

2.4.2 Perspectives on Apprenticeship

Respondents were asked about their opinions of the value of the carpenter apprenticeship program. The question was phrased slightly differently for those who had not hired an apprentice in the last five years and those who had hired an apprentice in the last five years but did not currently have one. Their responses are shown in Table 25 based on a 1 to 5 scale from *strongly disagree* to *strongly agree*. Ratings of 1 and 2 were combined in the disagree group and 4 and 5 were combined in the agree grouping.

TABLE 25: VALUE OF THE APPRENTICESHIP SYSTEM

Employers with No Apprentice Carpenters in the Last Five Years					
How much do you agree or disagree with...	Disagree	Neutral	Agree	Avg	n
Apprenticeship is a good way to train new carpenters for residential construction	4	8	70	4.5	82
You would take on a carpenter apprentice if given the opportunity	16	19	39	3.4	74
You have a good understanding of how the apprenticeship program works	30	18	34	3.1	82
Employers with Apprentice Carpenters in the Last Five Years					
How much do you agree or disagree with...	Disagree	Neutral	Agree	Avg	n
Apprenticeship is a good way to train new carpenters for residential construction	2	4	35	4.3	41
You would be willing to take on more carpenter apprentices in future	5	7	27	3.8	39
The apprenticeship system provides good information and support for employers who take on carpenter apprentices	9	10	18	3.2	37
Apprenticeship has been a good way for you to attract, train and retain good carpenter-employees within your own business	13	9	16	3.2	38

Over 85% of both employers with apprentices and those with no apprentices over the last five years agreed that apprenticeship was a good way to train carpenters for residential construction. Employers with no apprentices gave a slightly higher rating than those with apprentices. Sixty-nine percent of employers who had hired apprentices in the last five years agreed they would be willing to take on more apprentices in the future. This compares with only 53% of employers who had not hired apprentices in the last five years. Only 40% of employers who had not hired apprentices felt they had a good understanding of the apprenticeship system. Less than half of employers who had hired apprentices in the last five years agreed that they received good information and support and only 42% felt that apprenticeship was a good way to attract and retain employees.

Employers were asked to identify the importance of a number of factors in their not having an apprentice carpenter in the past five years. Their

responses are shown in Table 26 based on a 1 to 5 scale from *not important at all* to *very important*. Ratings of 1 and 2 were combined in the not important group and 4 and 5 were combined in the important grouping.

TABLE 26: REASONS FOR NOT HIRING APPRENTICE CARPENTER IN LAST FIVE YEARS					
How important is each of the following reasons...	Not Important	Neutral	Important	Avg	n
We did not need any extra workers on the job	31	15	36	3.1	82
Our company is too small to take on apprentices	39	11	32	2.8	82
We did not have a certified journeyman carpenter on staff who could supervise and mentor apprentices	39	11	34	2.8	84
When employees complete training they tend to leave to find other jobs	35	15	31	2.7	81
We did not know about the apprenticeship program or how to take on an apprentice	46	15	21	2.3	82
We tried to hire apprentices but could not find suitable candidates	48	17	18	2.3	83
We are too busy in our business to have time to supervise and mentor apprentices	55	7	20	2.2	82
It is too costly to supervise and mentor an apprentice	52	15	14	2.1	81
Our carpentry work is highly specialized and not suitable for training apprentice carpenters	59	11	13	2.0	83

Eighty-one of the 127 respondents had not hired any apprentices over the last five years and two did not know or were not sure if they had hired any apprentices. Lack of need for extra workers, small size of company, lack of a journeyman carpenters and mobility of trained employees were the most important reasons given for not hiring apprentices. None of these reasons were rated very highly and answers were polarized with similar numbers rating the reason important or not important. With an average mean rating of 2.3 or less, the rest of the reasons listed were not considered important by the majority of the respondents.

Employers who had engaged in apprentice in the last five years but did not currently have an apprentice carpenter were asked to identify the importance of a number of factors in their decision to hire or not hire a particular apprentice carpenter. Their responses are shown in Table 27 based on a 1 to 5 scale from *not important at all* to *very important*. Ratings of 1 and 2 were combined in the not important group and 4 and 5 were combined in the important grouping.

TABLE 27: RATIONALE FOR CHOOSING A PARTICULAR APPRENTICE CARPENTER

How important is each of the following factors...	Not Important	Neutral	Important	Avg	n
You interview candidates for apprenticeship and make your own assessments of their suitability	1	9	31	4.1	41
You have lots of business and you need more help on the job	4	6	30	4.1	40
The individual has successfully completed pre-employment carpentry training at the Community College	8	14	17	3.3	39
The individual comes recommended by people you know in the industry	13	8	19	3.2	40
You have time available to supervise and mentor an apprentice	11	13	15	3.1	39
You know the particular individual beforehand and are confident they will be a good apprentice	12	15	13	3.1	40
The individual comes recommended by people you know in the community	13	15	13	3.0	41
The individual comes recommended by staff members of the Community College	16	10	15	3.0	41

Seventy-five percent of the employers indicated that personal assessment of interview results and the need for more help on the job were clearly the strongest reasons for hiring particular individuals as carpenter apprentices. The other six reasons listed received a similar neutral rating with respondents fairly evenly distributed with respect to level of importance. All of these ratings were lower than for employers who are currently employing carpenter apprentices.

Employers were asked for their opinions on why a significant number of people who start the apprenticeship program drop out before they get their

journeyperson status. They were asked to give the importance of a number of reasons for not completing the program. Their responses are shown in Table 28 based on a 1 to 5 scale from *not important at all* to *very important*. Ratings of 1 and 2 were combined in the not important group and 4 and 5 were combined in the important grouping.

TABLE 28: REASONS FOR NOT COMPLETING APPRENTICESHIP PROGRAM					
How important are each of the following reasons...	Not Important	Neutral	Important	Avg	n
Apprentices have difficulty finding good placements and mentors to learn the practical job skills	13	42	63	3.6	118
There are good carpentry jobs available without becoming a journeyperson	21	36	67	3.5	124
Apprentices realize during the program that they simply do not enjoy doing carpentry and construction work	27	44	49	3.3	120
Apprentices do not get enough encouragement and support from employers to complete the program	25	43	50	3.2	118
The technical training courses (classroom or Internet-based) are not available in the local community and it is difficult to travel to do the courses	39	26	53	3.2	118
Apprentices feel that they are not getting the skills and knowledge they need to be successful as carpenters	36	43	40	3.1	119
Wage rates for apprentices are too low	31	46	40	3.0	117
Apprentice carpenters have particular difficulty doing the classroom work	37	55	26	2.9	118

Fifty-four percent of respondents felt that finding good placements and mentors as well as the availability of good carpenter jobs without becoming a journeyperson were the most important reasons for apprentice carpenters dropping out. Recognition that they were not meant to be carpenters was the next strongest reason given for dropping out. While wage rates were reported by just over one-third of the respondents as important, apprentices rated this same factor as the most important reason for dropping out.

Appendix E lists additional reasons why respondents thought apprentices do not complete the program.

2.4.3 Program Effectiveness

The employers who had engaged an apprentice within the last five years, but did not currently have any apprentices were asked for their opinion on the effectiveness of various aspects of the technical training in preparing apprentices for carpentry work in new home construction and/or renovation/repair. Their responses are shown in Table 29 based on a 1 to 5 scale from *not effective at all* to *very effective*. Ratings of 1 and 2 were combined in the not effective group and 4 and 5 were combined in the effective grouping.

TABLE 29: EFFECTIVENESS OF TECHNICAL TRAINING					
How effective are the following aspects of training...	Ineffective	Neutral	Effective	Avg	n
Giving apprentices knowledge and skills to use the range of tools used in residential construction	0	5	34	4.5	39
Giving apprentices knowledge and skills to work with the range of materials used in residential construction	1	7	31	4.3	39
Giving apprentices knowledge about insulation standards and methods for residential construction	1	9	28	4.1	38
Giving apprentices the basic knowledge and skills for health and safety on the job	2	10	27	4.1	39
Giving apprentices knowledge about current regulations and standards for residential construction	5	5	28	3.9	38
Giving apprentices theory and overall approaches needed for residential construction	5	5	28	3.9	38
Giving apprentices knowledge about moisture control and ventilation for residential construction	2	11	25	3.9	38
Giving apprentices knowledge and skills in communications and business practices for residential construction	3	9	27	3.8	39

A strong majority of the employers who had hired apprentices in the last five years felt that all aspects of the apprenticeship training were effective. The use of tools and ability to work with a range of materials were rated the highest by about 80% of the respondents. Communications and business practices were rated the lowest, but still had more than two-thirds of the respondents saying it was effective. This lower rating is consistent with the other surveys of apprentices, and employers who currently employ carpenter apprentices.

2.4.4 Apprenticeship Program Changes

Employers were asked for their opinion on the effectiveness of several methods for expanding the apprenticeship program for residential construction carpenters. Their responses are shown in Table 30 based on a 1 to 5 scale from *not effective at all* to *very effective*. Ratings of 1 and 2 were combined in the ineffective group and 4 and 5 were combined in the effective grouping.

TABLE 30: EFFECTIVENESS OF PROGRAM EXPANSION INITIATIVES					
How effective would each of the following be...	Ineffective	Neutral	Effective	Avg	n
Expand the financial incentives and supports for young people to enter trades training and apprenticeship	7	13	107	4.4	127
Expand the tax incentives for employers to take on apprentices	9	16	101	4.3	126
Expand and improve trades training at the high school level	12	14	101	4.2	127
Do a better job of selecting people with the right attitudes, interests and abilities to become trades workers	7	26	90	4.1	123
Employers pay higher wage rates for apprentices	13	41	72	3.6	126

All of the proposed methods for expanding the apprenticeship program were deemed to be effective by a majority of the respondents. Government support to both employers and apprentices received the

highest mean rating while increased employer wage rates received the lowest rating, although still a fairly high rating in the overall survey.

In addition, 50 of the employers offered other observations and suggestions for expanding the apprenticeship program. These suggestions were combined with other changes provided by 44 of the employers as shown in Appendix F. These provided a diverse and thoughtful series of suggestions for consideration in changes to improve the overall program.

With the Saskatchewan and British Columbia changes as context (see Section 2.2.4), employers were asked about their level of agreement on whether the carpenter apprenticeship program should include modularized training and certification for trades specializations. Their responses shown in Table 31 were based on a 1 to 5 scale from *strongly disagree* to *strongly agree*. Ratings of 1 and 2 were combined in the disagree group and 4 and 5 were combined in the agree grouping.

TABLE 31: TRADES SPECIALIZATION					
How much do you agree or disagree with...	Disagree	Neutral	Agree	Avg	n
The carpenter apprenticeship program should include modularized training and certification for trades specializations	19	19	85	3.9	123
You would encourage one or more of your current employees to become an apprentice for a trades specialization	38	20	65	3.3	123
You would be interested in taking on apprentices for training in trades specializations	30	23	63	3.3	116

Almost 70% of respondents agreed that the carpenter apprenticeship program should include modularized training. Just over half of the respondents agreed that they would encourage current employees to become an apprentice of a trades specialization or take on an apprentice of a trades specialization.

2.5 Survey of Non-apprentice and Non-journeyman Carpenters

2.5.1 Profile of Respondents

TABLE 32: YEARS OF CARPENTRY WORK IN THE RESIDENTIAL CONSTRUCTION INDUSTRY							
Number of Years	HRM	Valley	South Shore	North Mainland	Cape Breton Island	Other	Total
1 year or less	3						3
2 to 4 years	3			1			4
5 to 9 years	2		1	1	2	1	7
10 to 19 years	5	2	1		1	1	10
20 to 29 years	8	2	1	7	7	1	26
30 or more years	3		2	5	9	1	20
Total	24	4	5	14	19	4	70
Percent of Total	34%	6%	7%	20%	27%	6%	

Fifty-six of the 70 respondents had 10 or more years of carpentry experience. One of the respondents had more than 50 years experience.

Regional representation of these respondents was somewhat different than for apprentices. North Mainland and Cape Breton had more than seven percentage points higher representation than apprentices while the Valley had six percentage points less and South Shore 12% less. HRM was close to the same percentage in each case. Those in the other category worked in more than one region.

TABLE 33: FIVE MOST RECENT EMPLOYERS		
Industry Sub-sector	#	%
Mix of Home Construction & Renovation/Repair	53	34%
Residential Renovation/Repair	49	31%
New Home Construction	35	22%
Industrial/Commercial/Institutional Construction	21	13%
Total	158	

Twenty-three of the 70 respondents had worked for three or more employers. Like carpenter apprentices, approximately one-third of them

worked in a mix of home construction and renovation/repair. Thirty-one percent of the non-apprentice sample group worked in renovation/repair compared to 20% for apprentices. The non-apprentice respondents also had a much higher percentage working in new home construction than did apprentices with 22% and 14% reported for each respectively. By contrast 31% of apprentices worked in industrial/commercial/institutional construction compared to only 13% of non-apprentices.

2.5.2 Involvement and Perspectives on Apprenticeship

TABLE 34: APPRENTICESHIP TRAINING INVOLVEMENT		
Did you take any carpentry training...	#	%
Never began such training	30	43%
Began a program but did not finish	20	29%
Began and completed a program	20	29%
Total	70	
<hr/>		
How many years of apprenticeship training...	#	%
1 year or less	4	13%
2 to 4 years	20	67%
5 years or more	5	17%
Don't recall	1	3%
Total	30	

Thirty respondents have never had any college carpentry training while 20 of them had started a program and another 20 had completed a program. The completed programs completed were not identified, but 10 had attended Community College in Nova Scotia, five went to a vocational school and five went to other institutions.

Thirty of the 70 respondents had been registered apprentices in the past but not completed. Twenty-five of them received two or more years of training. Comments from employers noted that apprentices with three years of training were well sought after and could often make as much

money and had as many job opportunities as a fully qualified journeyman.

Respondents who had started but not finished the apprenticeship training were asked to identify the importance of a number of factors in their decision to not complete the apprenticeship program. Their responses are shown in Table 35 based on a 1 to 5 scale from *not important at all* to *very important*. Ratings of 1 and 2 were combined in the not important group and 4 and 5 were combined in the important grouping.

TABLE 35: REASONS FOR NOT COMPLETING CARPENTER APPRENTICE PROGRAM

How important was each of the following reasons...	Not Important	Neutral	Important	Avg	n
Wage rates for apprentices are too low	8	10	12	3.1	30
There are good carpentry jobs available without becoming a journeyman	8	10	10	2.9	28
The technical training courses (classroom or Internet-based) are not available in the local community and it is difficult to travel to do the courses	11	7	10	2.9	28
You felt you were not getting the skills and knowledge needed to be successful as a carpenter	12	7	7	2.5	26
You did not get enough encouragement and support from employers to complete the program	12	8	6	2.4	26
You had difficulty doing the classroom work	15	9	1	1.9	25
You had difficulty finding good placements and mentors to learn the practical job skills	19	7	2	1.8	28

Thirty of the 70 respondents had started but not completed the carpentry apprentice program. As with apprentices, the respondents cited low wage rates as the most important reason for dropping out of the program. Employers cited this relatively lower. Availability of good jobs without becoming a journeyman and lack of local training were the next most important reasons for dropping out. Difficulty in doing the classroom work and finding good placements were not important for the majority of respondents.

The overall mean scores for this question (1.8 to 3.1) were considerably lower than those for apprentices (2.8 to 3.8) on the same items. Employers of apprentices (2.8 to 4.1) and employers of non-apprentice carpenters (2.9 to 3.6) were also much higher than the apprentice drop-out responses. This suggests that there were many factors at work causing these people to start but not finish the program.

Respondents who had never started the apprenticeship training were asked to identify the importance of a number of reasons for not starting the apprenticeship program. Their responses are shown in Table 36 based on a 1 to 5 scale from *not important at all* to *very important*. Ratings of 1 and 2 were combined in the not important group and 4 and 5 were combined in the important grouping.

TABLE 36: REASONS FOR NOT STARTING APPRENTICESHIP PROGRAM					
How important is each reason...	Not Important	Neutral	Important	Avg	n
There are good carpentry jobs available without becoming a journey person	7	5	27	3.8	39
Wage rates for apprentices are too low	10	11	16	3.3	37
You could not afford to do the program	17	9	14	2.9	40
You did not get enough encouragement and support from employers to start the program	17	9	12	2.8	38
You did not have good information about the program and how to get into it	19	9	12	2.7	40
You did not have Grade 12 so you did not apply	23	4	13	2.5	40
The technical training courses (classroom or Internet-based) are not available in the local community and it is difficult to travel to do the courses	21	4	10	2.4	35
You felt you would have difficulty finding good placements and mentors to learn the practical job skills	19	8	9	2.4	36
You felt you would not get the skills and knowledge needed to be successful as a carpenter	22	10	5	2.2	37
You felt you would have difficulty doing the classroom work	24	7	5	1.9	36

Forty of the 70 respondents had never been enrolled in the apprenticeship program. Almost 70% of them felt that the availability of good jobs without becoming a journeyman was clearly the most important reason for not beginning a carpentry apprenticeship program. With a much lower rating, low wage rates and affordability were the next most highly rated reasons given for not starting the apprenticeship program. Difficulty in doing the classroom work was rated the lowest reason.

2.5.3 Apprenticeship Program Changes

Non-apprentice carpenters were asked about their level of agreement on whether the carpenter apprenticeship program should include modularized training and certification for trades specializations. Their responses shown in Table 37 were based on a 1 to 5 scale from *strongly disagree* to *strongly agree*. Ratings of 1 and 2 were combined in the disagree group and 4 and 5 were combined in the agree grouping.

TABLE 37: TRADES SPECIALIZATION					
How much do you agree or disagree with...	Disagree	Neutral	Agree	Avg	n
The carpenter apprenticeship program should include modularized training and certification for trades specializations	14	5	49	3.9	68
If the program was available in your local area, you would seriously consider doing a shorter training program to be certified as a trades specialist – for example as a foundations carpenter, framing carpenter, exterior finish carpenter or interior finish carpenter	35	12	22	2.6	69

Over 70% of respondents felt that the carpenter apprenticeship program should include modularized training and certification for trades specializations. Half of the respondents would not take the specialized training in a local setting while almost one-third said they would.

Respondents were asked to recommend any changes in the carpentry apprenticeship training program that would improve recruitment and

training of carpenters in the residential construction sector. Fifty-five of the respondents provided diverse and thoughtful suggestions for consideration in changes to improve the recruitment and training of carpenters. Appendix F lists the detailed comments made by respondents.

2.6 Comparison of Responses from the Four Surveys

Some comparisons of responses by the various survey groups on similar questions were made throughout the report. There are a few differences and similarities that warrant further examination.

There were a number of interesting differences in the reasons given for apprentices not completing the carpenter apprentice program. Both apprentices and non-apprentice carpenters identified the low wage rates for apprentices as the most important reason. In contrast, the employers put much less emphasis on wage rates.

Employers and apprentices cited difficulty in finding good job placements and mentors as one of the top two reasons. Non-apprentices who had started but not completed the program cited this as not important and ranked it as seventh out of the eight reasons listed. Overall, non-apprentices ranked all reasons much lower than any of the other three groups. In addition, they had the lowest number of “other reasons” for not completing the program (see Appendix E). All of the groups were consistent in rating difficulty with classroom work as relatively unimportant in explaining drop-out rates.

There were some key differences in views on effectiveness of technical training. Both groups of employers ranked training in the use of tools as highly effective while apprentices ranked this part of the training at number five. Conversely apprentices ranked training in regulations and standards at number two compared to the employers who ranked it number five.

The survey responses also indicated that employers who currently had carpenter apprentices were much more receptive to taking on more apprentices in the future compared to those with no apprentices over the last five years. Their relative mean scores were 4.3 and 3.4 respectively. For both employers of apprentices and those employers who had an apprentice in the last five years, decisions to hire a particular apprentice candidate were most influenced by staffing needs and the face-to-face interview with the potential employee. For all of the other factors affecting the decision, employers of apprentices had much higher mean scores than did the employers who did not currently have an apprentice.

Currently registered apprentices were much less in favour of modularization of the program than were each of the other groups. They had a mean score of 3.1 compared to 3.6 (employers of registered apprentice carpenters) and 3.9 (employers of non-apprentice carpenters and non-apprentice respondents).

3.0 Findings from Focus Groups and Interviews

The focus group research and consultations included the following activities:

- ▲ A two-hour focus group session in Stellarton organized by an AHB&RSC Board Member and attended by four well-established builder/renovators from the area.
- ▲ A one-hour discussion with the Board of the Annapolis Valley Home Builders' Association, attended by nine independent builder/renovator-members of the Association.
- ▲ A one-hour discussion with the provincial Board of the Nova Scotia Home Builders' Association, attended by 15 board members including builders from the South Shore and Southwest Nova Scotia, the Valley and Central Nova Scotia. These participants included renovators, sub-contractors, small builders and some large scale major home building companies.
- ▲ A 1.5 hour focus group with five independent smaller builders/renovators from HRM and the South Shore.

Each session included a brief presentation of findings from the survey research. The participants then were asked respond to a set of prepared questions that were consistent for all groups with some adjustments according to the time available.

The following is a summary of the responses for each focus group question.

How to get more employers to take apprentices?

One HRM participant observed, "Things are different in different trades. It is not a big problem for carpenter apprentices to find employers." There was some disagreement on this point. One renovator commented that there are still a lot of young trainees coming from NSCC who cannot find placements.

There was some agreement with the sentiment that “the kids have great difficulty handling hard work,” and also that “kids are not skilled in approaching and communicating with employers.”

A key issue identified is that many employers would like to take apprentices but do not have licensed trades persons on staff to be mentors. A key issue was seen to be the need for more flexibility on ratios. Perhaps one journeyperson could take more than one apprentice provided that the trainees were in different years of the program. At present if an employer with only one journeyperson on staff takes an apprentice they are isolated from the program for four years and cannot take any additional apprentices, and their journeyperson-mentor is locked in for four years.

It was observed that work is not done today as it was in the past. The one-to-one ratio does not make sense anymore in terms of how the work is organized on the job. Another participant commented, “Employers want to take more apprentices but they are not allowed. The Apprenticeship Board needs to be more flexible with the ratio rule.”

It was observed that the board should be more active in seeking employers and recruiting them.

One participant commented that the industry has not taken full advantage of NSCC’s offer to develop flexible training programs geared to specific needs and conditions in the sector. It may be possible to change ratios this way. “If industry comes forward with a list of carpenters who need training to complete Red Seal, the College will put together a special package for us.”

Some participants felt that lack of employer-participants in apprenticeship is not the problem. The real issue, they felt, is lack of young people coming through training system that employers really want to hire. Many do not have the skills and aptitudes to make good apprentice-employees.

How to get more carpenters to complete journeyperson certification?

It was observed that wages are simply too low for apprentice carpenters and for carpenters generally. Apprentices hit the top wage after two years and there is no incentive to complete it. It is different for plumbers and electricians because they have mandatory licensing. Wages for carpenters will not really go up until they are licensed. Charge out rates for carpenters are generally around \$35 compared to \$60 for electricians/plumbers.

The current demand for carpenters is so great that apprentices just walk away after a year or so in the program. The only solution is to make the Red Seal status worth something in terms of mandatory licensing and better wages.

Some participants suggested that government should subsidize apprentices' salaries up to 50%. Then employers could hang on to them and get them through to Red Seal.

It was observed that apprentices cannot afford the block release time and do not see a benefit in terms of wage improvements.

There was general agreement among all participants that the industry should move to mandatory certification of carpenters the same as with electricians and plumbers. "That is the only real solution to the completion problem." It should be same as for electricians – have to be either an apprentice or a journeyperson to be allowed to do carpentry work on the site.

There was agreement that certified trades specialists would also be OK.

There was broad agreement on the need for a large-scale prior learning assessment and recognition (PLAR) process to qualify experienced carpenters to become journeypersons and be able to mentor new apprentices. One participant stated, "one-third of current workforce could qualify if we could get them into an effective PLAR program."

It was observed “carpenters do 90% of the work on a home building site, and yet are not required to have any training at all.”

There was general interest in reintroducing substantive trades training at the high school level.

Also have to educate parents on positive career prospects in trades.

There is a particular problem with availability of training in rural areas. Lots of apprentices in these communities do not complete because of cost of travel and time away from home, for block release.

There was general agreement that government should offer financial incentives for people who complete Red Seal.

One employer reported that he reimburses apprentices for training costs if they complete, and this really works to get them to finish.

General strategies/policy changes?

Participants felt that the apprenticeship program needs to focus more on legitimate employers who are committed to apprenticeship model. Government has to look seriously at subsidies to employers who take on costs of training unskilled new entrants. It generally takes six months to orient a new person to the workplace. Participants in one group supported the idea that the government should subsidize wages when employers hire and train unskilled people. It is hard for small operators to take apprentices because of the high front-end costs before workers acquire sufficient skills to be productive, and these costs should be offset by government supports or tax incentives.

A large scale PLAR program is needed to license skilled carpenters who are not journeypersons but have all or most of knowledge and skills. Might have to forgo Red Seal certification, but allow these individuals to become mentors. Government should provide financial incentives for carpenters to get licensed.

There was general agreement that the inflexibility of the apprenticeship program on the mentor/trainee ratio is a real problem. A change there is a high priority.

There was almost unanimous agreement on the need to move to trade specializations to meet the need for skilled sub-trades and workers and also to provide an alternative route to journeyman status.

Need to work out an agreement with the unions and the guild.

4.0 Conclusions

4.1 Summary of Findings

The overall findings of this study confirm that apprenticeship training is a complex system that is heavily impacted by economic conditions in the residential construction industry and in the labour market generally. The views of industry participants on the many topics raised in the research reflect widely varying conditions in their own small businesses as much as general conditions in the wider residential construction economy. There are, therefore, no easy and comprehensive solutions to the challenges facing apprenticeship training for carpenters.

A few basic factors seem to emerge clearly from the research findings.

First of all, the great majority of carpenter apprentices are currently oriented to residential construction. The majority of their training placements are in the residential sector in a mix of new home construction, renovation and repair. The majority of apprentices see their future largely in the residential sector. These findings should lay to rest concerns among residential construction stakeholders that the apprenticeship system is somehow biased in favour of industrial/commercial/institutional carpentry approaches and career paths.

Secondly, career choices in carpentry appear to be influenced most strongly by perceptions of where to find the best wages and job opportunities. At the time of the survey residential construction was seen as the growth sector offering the best career prospects.

Thirdly, there was general agreement across the four survey populations regarding the high level of effectiveness of the technical and classroom training components of the apprenticeship system. These views were very positive among apprentices and only slightly less so for both groups of employers. Apprentices were also very positive about the training they receive on the job and about their mentors. In general, as a way for

residential carpenters to learn their trade, the apprenticeship system is highly rated.

The major concerns are “exogenous” factors including wages, costs, travel and time away from home and jobs.

There is strong agreement among employers on the value of apprenticeship as a way to train new carpenters for the residential sector and a general willingness to take on more apprentices. This view is less pronounced, but still positive among employers who have not recently had, or never had, apprentices.

Employers were moderately positive on apprenticeship as a means to attract and retain carpenters and somewhat less positive about the information and support available to employers. There seems to be room for improvement in communications between the apprenticeship system and employers generally.

Regarding the core issue of why so many carpentry apprentices do not complete their programs, and why more carpenters in the industry do not become apprentices, no clear, dominant reasons emerge. There appear to be multiple factors generating these outcomes. Apprentices and carpenters emphasize wage issues and the costs of doing training. Employers emphasize lack of good mentors and placements, and competitive labour market conditions. Employers also have concerns about selection issues and feel many trainees drop out because they are not suited to the trade in the first place.

On the issue of trades specializations there was moderate support overall with a division in views rather than consensus. This may reflect the fact that many industry people are not familiar with the concept yet. Support was stronger among employers, and there were perhaps enough employers and apprentices interested to justify a pilot program.

In terms of perceptions on how to expand apprenticeship, there was general agreement on the potential efficacy of tax incentives for employers and financial supports for apprentices. As well employers emphasized improved trades training in high school and better selection of appropriate carpenter candidates. Apprentices and active carpenters felt that the key was for employers to pay higher wages to apprentice trainees.

4.2 Interpretation and Advice

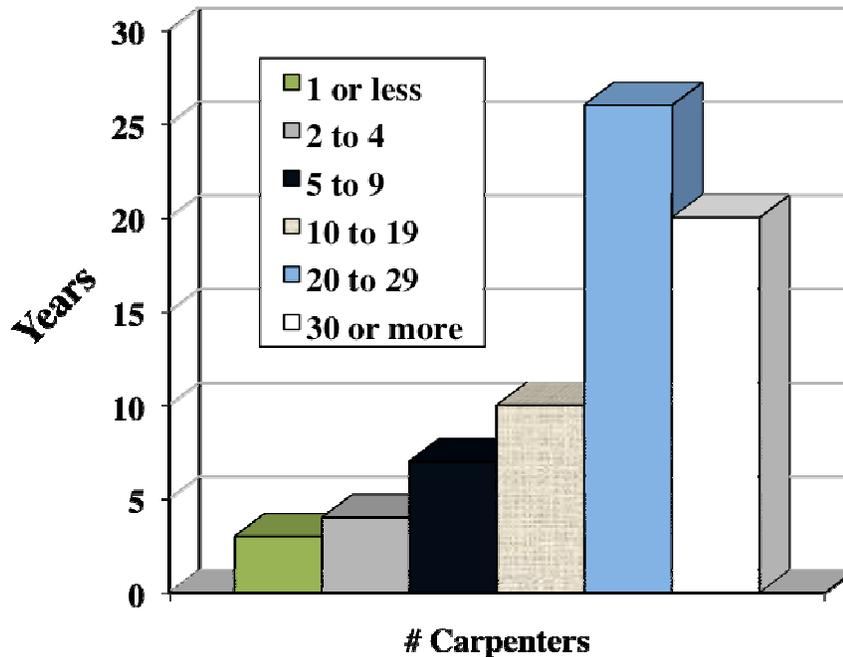
The overall impression emerging from this research is that making changes in an industry made up predominantly of small, independent businesses is very difficult. Decision-makers are primarily focused on immediate local business circumstances and bottom-line business objectives. At the same time there clearly is openness to change and to new approaches in the face of a tightening labour market and ever greater skills shortages.

A paradoxical situation of this nature calls for strong and determined leadership to present industry with concrete proposals for change and to follow through on consultation and participatory planning.

In such a complex situation where many individual decision-makers are acting in isolation, communication is very important. The residential sector in Nova Scotia is not well organized and has limited capacity for collective decision-making. A more extensive and effective communication strategy on apprenticeship could reorient industry behaviour and generate support for a significant expansion of apprenticeship training.

There is an immediate need for innovative approaches both to train and qualify carpenters who have been in industry 10 years or more and to attract more new entrants to the industry. Although the survey of currently employed non-journeyperson carpenters was not as successful as the others in building an adequate sample population, it did generate some startling impressions. If we consider the sample population to be at all

representative of current conditions we can see that the industry will face serious human resources challenges in the near future. The following graph shows the proportions of carpenters in terms of years of employment in the sector.



Three things are evident from this graphic:

- ▲ Two-thirds of carpenters have been working in the industry 20 years or more;
- ▲ There are few new recruits; and
- ▲ Many carpenters are nearing retirement age.

There is a critical linkage between the problem of an aging workforce and the need to recruit and train new entrants. In an industry where apprenticeship is the dominant training model, the ongoing renewal of the labour force requires the transfer of knowledge and skills from experienced workers to newcomers. There are many older workers in the

carpentry trade in Nova Scotia who have long experience in the industry and ample knowledge and skills, but they do not hold journeyperson status and therefore cannot be formal mentors for apprentices. As these older workers leave the industry, they will not be able to pass on their skills, and new entrants will have fewer and fewer opportunities to find mentors.

For these reasons it is critically important that ways be found to qualify as many of these experienced workers as possible as journeypersons. At present there is very limited data available on the characteristics of this population of unlicensed carpenters, and this knowledge gap is a problem in itself. We can however suggest six possible categories of trades workers in this population, each of which might require a unique training and certification approach:

TABLE 38: CATEGORIES OF UNLICENSED CARPENTERS AND POSSIBLE TRAINING & CERTIFICATION PATHS

Category	“Solution”
Trades workers with sufficient knowledge, skill and experience to challenge and pass the carpentry examination to become journeypersons	Information, counseling and financial support to encourage them to challenge the examination
Trades workers with sufficient knowledge, skill and experience to challenge and pass the carpentry examination to become journeypersons, but who are unwilling to face a written exam due essential skills limitations and other “psycho-social” constraints	Information, counseling and financial support to encourage them to take the examination, and provision of an alternative examination process using proven methods from the prior learning assessment and recognition (PLAR) field such as intensive interviews and practical demonstrations
Trades workers with nearly sufficient knowledge, skill and experience to challenge and pass the carpentry examination to become journeypersons	Information, counseling and financial support to help them identify their skills gaps and to encourage them to take upgrading training to prepare them to pass the examination, possibly using PLAR methods to recognize their acquired knowledge and skills and to give them advanced standing
Trades workers with significant knowledge, skill and experience, but with significant gaps in identifiable skills areas	Information, counseling and financial support to help them to identify their knowledge and skills gaps and to encourage them to take training to prepare them to pass the examination, again making use of PLAR approaches to motivate and guide them
Trades workers who are committed to careers in the sector but who are limited in their acquisition of knowledge and skills because of essential skills deficits and other education and training gaps	Information, counseling and financial support to help them get started in essential skills upgrading and trades training, again making use of PLAR approaches to motivate and guide them
Trades workers who are committed to careers in sub-trades within the sector and who are not acquiring, and do not need, the full range of knowledge and skills to become journeyperson carpenters	Establishment of certification standards and procedures for trades specializations, and information, counseling and financial support to encourage them to pursue these options making use of PLAR approaches

Obviously the first challenge is to know how many of the thousands of unlicensed carpenters in the industry fall into each of these different categories. With this information in hand it would be possible for the apprenticeship program, the Community College and industry to work together on an overall strategy, focusing on the categories of workers where the greatest gains are to be made in training and certification.

Appendix A: Survey of Registered Carpentry Apprentices

Study of Apprenticeship and
the Residential Construction Industry
in Nova Scotia

Mail-in Survey
for Registered Apprentices

Prepared by:
PRAXIS Research & Consulting Inc.
for the



Mail-In Survey of Registered Carpentry Apprentices

This survey is being carried out by PRAXIS Research on behalf of the human resources sector council for the residential construction industry in Nova Scotia, and for the Apprenticeship Training and Skill Development division of the Nova Scotia Department of Education. The purpose of the survey is to learn more about the carpentry apprenticeship program as it impacts on the residential construction sector in Nova Scotia. The findings will be used to plan ways to improve apprenticeship for the home building and renovation sector in the province.

All results of the survey will be completely confidential. No one will be able to link the information you provide in the survey to you personally in your workplace or your training program.

Please take the time to answer the following questions as directly and honestly as possible.

If you have any questions or follow-up comments on this research, please feel free to contact us at the address provided below.

Thank you.

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- 1 In what part of Nova Scotia are you mainly living and working while doing your apprenticeship program? ***(Please circle one only)***
 - a. Primarily HRM
 - b. Primarily the Valley
 - c. Primarily the South Shore – Yarmouth region
 - d. Primarily northern mainland Nova Scotia (Cumberland, Colchester, Pictou, Antigonish, Guysborough)
 - e. Primarily on Cape Breton Island
 - f. Other, please explain: _____

- 2 Please list your home postal code: _____

- 3 Please indicate which year of the 4-year carpentry apprenticeship program you are currently in: ***(Please circle one only)***
 - a. Year 1
 - b. Year 2
 - c. Year 3
 - d. Year 4

- 4 In terms of your technical training (classroom or Internet-based), please identify the group you are currently doing or most recently completed: ***(Please circle one only)***
 - a. Group A
 - b. Group B
 - c. Group C
 - d. Group D

5 As an apprentice carpenter you may have completed practical training in different workplaces with different employers. For each of your employers, as an apprentice please indicate in the grid below whether the company was engaged primarily in:

- A mix of residential new home construction and renovation/repair
- Residential renovation and repair
- New home construction including single family to low-rise multiple-unit
- Industrial/commercial/institutional construction including multi-unit or high rise residential

Place a ✓ mark in the box for the best answer for up to 5 of your most recent employers.

(Please ✓ one only for each Employer)

	Mix of New Home Construction and Renovation/ Repair	Mostly Residential Renovation & Repair	Mostly New Home Construction	Mostly Industrial/ Commercial/ Institutional Construction
Most recent Employer				
2 nd most recent Employer				
3 rd most recent Employer				
4 th most recent Employer				
5 th most recent Employer				

6 We would like to know about your career plans as a carpenter. Which of the following statements best describes what you plan to do after completing your carpentry apprenticeship program? *(Please circle only one)*

- a. You plan to work primarily in residential renovation and repair
- b. You plan to work primarily in new home construction including single family to low-rise multiple-unit
- c. You plan to work in a mix of residential new home construction and renovation/repair
- d. You plan to work primarily in non-residential construction in the industrial/commercial/institutional sector including multi-unit or high rise residential
- e. You plan to work in whatever sector provides the best job opportunities
- f. You plan to do carpentry work in other settings, please specify: _____

- g. Don't know what your plans are

7 On a scale of 1 to 5 where 1 = "Not at All Important" and 5 = "Very Important",

how important is each of the following factors in shaping your plans to work in a particular sector of the construction industry:

*1=Not at All Important
2=Somewhat Unimportant
3=Neither Unimportant nor Important
4=Somewhat Important
5=Very Important*

7.1	The availability of jobs
7.2	The available wage rates
7.3	The particular type of carpentry work you personally prefer and most enjoy doing
7.4	The opportunity to work in a family business (i.e., with people you are related to)
7.5	The opportunity to work for an employer you know personally (but not family)
7.6	The opportunity to work for an employer you trained with as an apprentice
7.7	The opportunity to work in a particular community
7.8	The opportunity to work in a unionized workplace
7.9	The opportunity to own and operate your own business in future
7.10	Other, please specify:

8 Currently a significant proportion of people who start the carpenter apprenticeship program drop out before they get their journey person status. On a scale of 1 to 5 where 1 = “Not at All Important” and 5 = “Very Important”,

<p>how important do you think each of the following reasons are in explaining why some carpenter apprentices do not complete the program:</p>	<p>1=Not at All Important 2=Somewhat Unimportant 3=Neither Unimportant nor Important 4=Somewhat Important 5=Very Important</p>
8.1 The technical training courses (classroom or Internet-based) are not available in the local community and it is difficult to travel to do the courses	
8.2 Wage rates for apprentices are too low	
8.3 There are good carpentry jobs available without becoming a journey person	
8.4 Apprentices realize during the program that they simply do not enjoy doing carpentry and construction work	
8.5 Apprentices feel that they are not getting the skills and knowledge they need to be successful as carpenters	
8.6 Apprentices do not get enough encouragement and support from employers to complete the program	
8.7 Apprentice carpenters have particular difficulty doing the classroom work	
8.8 Apprentices have difficulty finding good placements and mentors to learn the practical job skills	
8.9 Other reason, please specify:	

- 9 The apprenticeship program requires that you are supervised by a certified carpenter who is responsible to confirm the hours an apprentice works in the trade and to ensure that the apprentice develops competency in a full range of carpentry skills. On a scale of 1 to 5 where 1 = “Not at All Effective” and 5 = “Very Effective”,

how effective has your supervising journeyperson(s) been, or taken together have been, in the following training areas:

1=Not at All Effective
 2=Somewhat Ineffective
 3=Neither Ineffective nor Effective
 4=Somewhat Effective
 5=Very Effective

9.1	Giving you the basic knowledge and skills for health and safety on the job	
9.2	Giving you the knowledge and skills to use the specific tools required on the job	
9.3	Giving you the knowledge and skills to work with the different materials required on the job	
9.4	Giving you feedback on your strengths and your progress in training	
9.5	Giving you feedback on your weaknesses and areas where you need to improve	
9.6	Providing ongoing supervision of work activities so that you learn as you go	
9.7	Following the program to make sure you cover all the different skills and competencies that are required	
9.8	Taking steps to make sure that other workers on the site look out for you and also provide advice and instruction when needed	
9.9	Helping you keep your log book up to date and signed off	
9.10	Providing a good role model as a professional carpenter	

<p>10 The apprenticeship program requires that you complete groups of technical training either in the classroom or via the Internet. On a scale of 1 to 5 where 1 = “Not at All Effective” and 5 = “Very Effective”,</p> <p>how would you rate the overall effectiveness of the following aspects of the technical training in preparing you for carpentry work in new home construction and/or renovation/repair:</p>	<p>1=Not at All Effective 2=Somewhat Ineffective 3=Neither Ineffective nor Effective 4=Somewhat Effective 5=Very Effective</p>
<p>10.1 Giving you the basic knowledge and skills for health and safety on the job</p>	
<p>10.2 Giving you theory needed for residential construction and overall understanding of the house as a system</p>	
<p>10.3 Giving you knowledge about building science (heating, moisture flows and control, insulation, energy efficiency, etc.) for residential construction</p>	
<p>10.4 Giving you knowledge about current regulations, codes and standards for residential construction</p>	
<p>10.5 Giving you knowledge about the range of materials used in residential construction</p>	
<p>10.6 Giving you knowledge and skills in communications and business practices for residential construction</p>	
<p>10.7 Giving you knowledge and skills to use the range of tools used in residential construction</p>	

11 Saskatchewan and British Columbia are currently changing their carpenter apprenticeship program so that apprentices will be able to follow the traditional 4-year program to become full journeyperson carpenters, or they can become certified in one of four “carpentry trades specializations” after a year or less of training. The proposed specializations are:

- Foundations
- Framing
- Exterior Finishing
- Interior Finishing

An apprentice could become, for example, a certified framer and work in that sub-trade throughout his/her career. Alternatively, if he/she went on to complete all four specialization modules, he/she would then become a full journeyperson carpenter.

On a scale of 1 to 5 where 1 = “Disagree Strongly” and 5 = “Agree Strongly”, how much do you agree or disagree with the following statement:

1=Disagree Strongly
 2=Disagree Somewhat
 3=Neither Agree nor Disagree
 4=Agree Somewhat
 5=Agree Strongly

11.1 The carpenter apprenticeship program should include modularized training and certification for trades specializations	
--	--

11.2 If these options had been available when you started the carpentry apprenticeship program, which apprenticeship option would you have chosen? *(Please circle one only)*

- a. To take the 4-year carpenter apprenticeship program as it is currently structured
- b. To become certified in a year or less in a trades specialization to qualify for employment in that sub-trade area
- c. To become a journeyperson carpenter by completing one trade specialization module at a time, perhaps working in industry in-between
- d. Don't know

- 12 Can you recommend any changes in the carpentry apprenticeship training program to improve your employment and career prospects in the residential construction sector?

Participate in a Focus Group

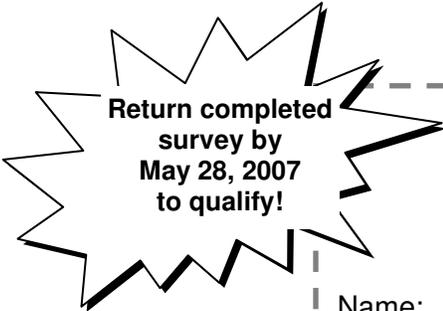
As a follow up to this survey, PRAXIS Research will be conducting a focus group with registered apprentices to gain more insight into their experiences with the program. If you would like to have input on ways to improve apprenticeship for the home building and renovation sector in the province, and are willing to assist us by participating in a guided discussion on this subject, please include your name and contact information.

The contact information will be only used to invite to you to a focus group. Of course when you are contacted, you can still change your mind and decide not to participate.

Name: _____

Telephone numbers: _____

E-mail address: _____



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Win one of two \$100 gift certificates
at Canadian Tire**

Name: _____

Full Address: _____

Phone: _____

Thank you very much for your time.

Appendix B: Survey of Employers of Currently Registered Apprentices

*Study of Apprenticeship in
the Residential Construction Industry
in Nova Scotia*

Mail-in Survey for Employers of Carpenter Apprentices in Residential Construction

Prepared by:
PRAXIS Research & Consulting Inc.
for the



Mail-in Survey of Residential Sector Businesses that Employ and Mentor Registered Carpenter Apprentices

This survey is being carried out by PRAXIS Research on behalf of the Atlantic Home Building & Renovation Sector Council, with the support of the Apprenticeship Training and Skill Development division of the Nova Scotia Department of Education.

The purpose of the survey is to get employers' views on the training of apprentice carpenters for the residential construction sector in Nova Scotia. The findings will be used to plan ways to improve apprenticeship for the home building and renovation/repair industry in the province.

All results of the survey will be completely confidential. No one will be able to link the information you provide in the survey to you personally in your workplace or business activities.

If you did business in new home construction or residential renovation/repair in the past 12 months, please take the time to answer the following questions as directly and honestly as possible.

If you have any questions or follow-up comments on this research, please feel free to contact us at the address provided below.

Thank you.

Rick Williams, President
PRAXIS Research & Consulting Inc.

63 Otter Lake Court
Halifax, NS B3S 1M1
Phone: 902.832.8996
Fax: 902.832-8090
williams@praxisresearch.ns.ca

- 1 Which of the following best describes the main business you are carrying on right now? *(Please circle one only)*
 - a. A mix of residential new home construction and renovation/repair
Please skip to Question 3
 - b. Primarily residential renovation and repair **Please skip to Question 3**
 - c. Primarily new home construction including single family to low-rise multiple-unit **Please skip to Question 3**
 - d. Residential construction sub-trade/sub-contractor including new home and/or renovation **Please go to Question 2**
 - e. A mix of residential and commercial/industrial construction **Please skip to Question 3**

- 2 What is your main field of business as a sub-contractor? *(Please circle one only)*

a. Foundations	e. Flooring
b. Framing	f. Drywall
c. Roofing	g. Painting & decorating
d. Exterior cladding	h. Cabinets/finish carpentry
i. Other, please specify: _____	

- 3 Over the past 12 months, where did you conduct your business in Nova Scotia? *(Please circle one only)*

a. Primarily HRM	d. Primarily northern mainland Nova Scotia
b. Primarily the Valley	e. Primarily Cape Breton Island
c. Primarily the South Shore-Yarmouth-Digby region	f. Throughout Nova Scotia
g. Other, please specify: _____	

- 4 Please list your business postal code: _____

- 5 Over the past 12 months, how many carpenters did your company employ, including yourself if you are a carpenter?
 - a. _____ Carpenters
 - b. Don't Know/Not Sure

- 6 How many apprentice carpenters have you taken on in the past 5 years?
- a. _____ Apprentice carpenters

- 7 On a scale of 1 to 5 where 1 = “Disagree Strongly” and 5 = “Agree Strongly”, **how much do you agree or disagree with each of the following statements about the apprenticeship system?**

1=Disagree Strongly
2=Disagree Somewhat
3=Neither Agree nor Disagree
4=Agree Somewhat
5=Agree Strongly

Statements about apprenticeship:

7.1	Apprenticeship is a good way to train new carpenters for residential construction	
7.2	The apprenticeship system provides good information and support for employers who take on carpenter apprentices	
7.3	You would be willing to take on more carpenter apprentices in future	
7.4	Apprenticeship has been a good way for you to attract, train and retain carpenter-employees within your own business	

- 8 On a scale of 1 to 5 where 1 = “Not at All Important” and 5 = “Very Important”, **how important would each of the following factors be in your decision to hire or not hire an apprentice carpenter?**

1=Not at All Important
2=Somewhat Unimportant
3=Neither Unimportant nor Important
4=Somewhat Important
5=Very Important

Factors that influence your decision on hiring an apprentice:

8.1	Whether or not you need more workers to handle current workloads	
8.2	Whether you have time to supervise and mentor an apprentice	
8.3	Whether you know the particular individual beforehand and are confident he or she will be a good apprentice	
8.4	Whether the individual comes recommended by people you know in the community	
8.5	Whether the individual comes recommended by people you know in the industry	
8.6	Whether the individual comes recommended by staff members of the Community College	

Factors that influence your decision on hiring an apprentice:

1=Not at All Important
 2=Somewhat Unimportant
 3=Neither Unimportant nor Important
 4=Somewhat Important
 5=Very Important

8.7	Whether the individual has successfully completed pre-employment carpentry training at the Community College	
8.8	Whether the individual impresses you in an interview meeting	

9 On a scale of 1 to 5 where 1 = “Not at All Effective” and 5 = “Very Effective”, **how would you rate the effectiveness of the following aspects of the classroom training for apprentice carpenters?**

Aspects of the training program for apprentice carpenters:

1=Not at All Effective
 2=Somewhat Ineffective
 3=Neither Ineffective nor Effective
 4=Somewhat Effective
 5=Very Effective

9.1	Basic knowledge and skills for health and safety on the job	
9.2	Theory and overall approaches needed for residential construction	
9.3	Current regulations and standards for residential construction	
9.4	Moisture control and ventilation for residential construction	
9.5	Insulation standards and methods for residential construction	
9.6	The use of the range of tools used in residential construction	
9.7	Working with the range of materials used in residential construction	
9.8	Communications and business practices for residential construction	

10 Currently a significant number of carpenter apprentices drop out before they get their journeyman status. On a scale of 1 to 5 where 1 = “Not at All Important” and 5 = “Very Important”, **how important do you think each of the following reasons might be to explain why some apprentice carpenters drop out?**

1=Not at All Important
2=Somewhat Unimportant
3=Neither Unimportant nor Important
4=Somewhat Important
5=Very Important

Possible Reasons why apprentices drop out:

10.1	The technical training courses are not available in the local community	
10.2	Wage rates for apprentices are too low	
10.3	There are good carpentry jobs available without becoming a journeyman	
10.4	Employers are reluctant to give apprentices time off for classroom training	
10.5	Some people start the program and then realize they are not cut out for carpentry and construction work	
10.6	Apprentices feel that they are not getting the skills and knowledge they need to be successful as carpenters	
10.7	Apprentices do not get enough encouragement and support from employers to complete the program	
10.8	Apprentice carpenters have particular difficulty doing the classroom work	
10.9	Apprentices have difficulty finding good placements and mentors to learn the practical job skills	
10.10	Other reason, please explain:	

- 11 Because of industry growth and more older workers retiring, the residential construction industry needs more skilled carpenters to come into the sector. On a scale of 1 to 5 where 1 = “Not at All Effective” and 5 = “Very Effective”, **how effective do you think each of the following methods might be to expand the apprenticeship program for residential construction carpenters?**

1=Not at All Effective
 2=Somewhat Ineffective
 3=Neither Ineffective nor Effective
 4=Somewhat Effective
 5=Very Effective

Methods to expand apprenticeship:

11.1 Expand and improve trades training at the high school level	
11.2 Expand the tax incentives for employers to take on apprentices	
11.3 Expand the financial incentives and supports for young people to enter trades training and apprenticeship	
11.4 Employers pay higher wage rates for apprentices	
11.5 Do a better job of selecting people with the right attitudes, interests and abilities to become trades workers	
11.6 Other approaches, please specify:	

- 12 Saskatchewan and British Columbia are currently changing their training system so that apprentices will have a choice whether to follow the traditional 4-year program to become full journeyperson carpenters, or to become certified in one of four “carpentry trades specializations” after perhaps a year of training. The proposed specializations are:

- Foundations
- Framing
- Exterior Finishing
- Interior Finishing

An apprentice could become, for example, a certified framer and work in that sub-trade throughout his/her career. Alternatively he/she could complete all four specialization modules to become a full journeyperson carpenter.

- 14 As a part of this research project we want to conduct an additional survey to get the views of carpenter-employees in companies like yours who have not completed apprenticeship and are not currently apprentices. Would you be willing to provide us with the names and phone numbers of one or more such employees? All communications will be completely confidential, and we will not use the contact information for any other purpose other than this one survey.

Names of carpenter-employees who are not or have not been in the apprentice program:

Employee Name: _____

Telephone numbers: _____

E-mail address: _____

Employee Name: _____

Telephone numbers: _____

E-mail address: _____

Employee Name: _____

Telephone numbers: _____

E-mail address: _____

Participate in a Focus Group

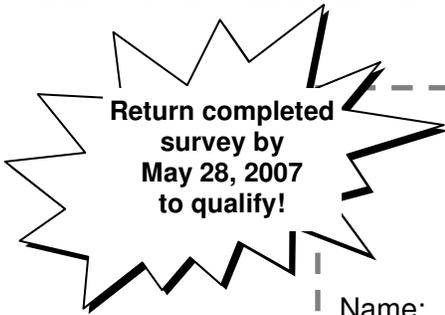
As a follow up to this survey, PRAXIS Research will be conducting a focus group with employers to gain more insight into their experiences with the program. If you would like to have input on ways to improve apprenticeship for the home building and renovation sector in the province, and are willing to assist us by participating in a guided discussion on this subject, please include your name and contact information.

The contact information will be only used to invite to you to a focus group. Of course when you are contacted, you can still change your mind and decide not to participate.

Name: _____

Telephone numbers: _____

E-mail address: _____



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at Canadian Tire**

Name: _____

Full Address: _____

Phone: _____

Thank you very much for your time.

Appendix C: Survey of Employers of Non-apprentice Carpenters

Study of Apprenticeship and
the Residential Construction Industry
in Nova Scotia

Phone Survey
for Residential Sector Employers of
Non-Apprentice Carpenters

Prepared by:
PRAXIS Research & Consulting Inc.
for the



Phone Survey of Employers of Non-apprentice Carpenters

Postal Code:

Good morning/afternoon,

I am calling on behalf of the Atlantic Home Building and Renovation Sector Council. Could I please speak to _____? **INTERVIEWER: ASK FOR CONTACT PERSON PROVIDED ON THE LIST – IF THAT PERSON NO LONGER WORKS FOR THE COMPANY, THEN ASK FOR THE PERSON MOST RESPONSIBLE FOR MANAGING THE BUSINESS AND RECORD NAME OF NEW CONTACT PERSON.**

The Council develops and delivers education and training for the homebuilding and renovation sector in Nova Scotia. It also does research and makes representations to government on human resources issues in your industry.

I am calling to conduct a short survey about the carpentry apprenticeship program as it impacts on the residential construction sector in Nova Scotia. The findings will be used to plan ways to improve apprenticeship for the home building and renovation sector in the province.

All results of the survey will be completely confidential. No one will be able to link the information you provide in the survey to you personally or to your business.

Would you help us by participating in this brief survey? **INTERVIEWER: IF THE RESPONDENT SAYS “NO”, ASK “When would be a more convenient time to call back?”**

1 Did your company do business in the home building or residential renovation industry in the past 12 months? *(Please circle one only)*

a. Yes **GO TO Q2**

b. No

Thank you very much for your time. We are surveying only those companies currently conducting business in the residential construction industry. **END SURVEY**

2 Which of the following best describes your main business right now. Are you in...

a. A mix of residential new home construction and renovation and repair, **SKIP TO Q4**

b. Primarily residential renovation and repair, **SKIP TO Q4**

c. Primarily new home construction including single family to low-rise multiple-unit, or **SKIP TO Q4**

d. Residential construction sub-trade/sub-contractor which includes new home and/or renovation? **GO TO Q3**

e. Other, specify: _____ **GO TO Q3 OR Q4; IF industrial, commercial or institutional construction including multi-unit and high rise residential, TERMINATE INTERVIEW.**

- 3 What is your main activity as a sub-contractor? (*Please circle one only*)
- a. Foundations
 - b. Framing
 - c. Roofing
 - d. Exterior cladding
 - e. Flooring
 - f. Drywall
 - g. Painting & decorating
 - h. Cabinets/finish carpentry
 - i. Other, specify: _____
- 4 Over the past 12 months, where did you conduct your business within Nova Scotia. Would you say it was...
- a. Primarily HRM,
 - b. Primarily the Valley,
 - c. Primarily the South Shore – Yarmouth region,
 - d. Primarily northern mainland Nova Scotia (Cumberland, Colchester, Pictou, Antigonish, Guysborough),
 - e. Primarily on Cape Breton Island, or
 - f. Throughout Nova Scotia?
 - g. Other, specify: _____
- 5 Over the past 12 months, how many carpenters did your company employ including yourself if you are a carpenter?
- a. _____ carpenters
 - b. Don't Know/Not Sure
- 6 We would like to ask you a few questions about apprenticeship. Have you taken on apprentice carpenters at any time in the past 5 years?
- a. Yes **SKIP TO Q9**
 - b. No **GO TO Q7**
 - c. Don't Know/Not Sure **GO TO Q7**

7 On a scale of 1 to 5 where 1 = “Not at All Important” and 5 = “Very Important”,

how important is each of the following reasons in explaining why you did not have any apprentice carpenters in the past 5 years:

1=Not at All Important
2=Somewhat Unimportant
3=Neither Unimportant nor Important
4=Somewhat Important
5=Very Important

7.1	We tried to hire apprentices but could not find suitable candidates	
7.2	We did not know about the apprenticeship program or how to take on an apprentice	
7.3	We did not need any extra workers on the job	
7.4	Our company is too small to take on apprentices	
7.5	When employees complete training they tend to leave to find other jobs	
7.6	We did not have a certified journeyperson carpenter on staff who could supervise and mentor apprentices	
7.7	Our carpentry work is highly specialized and not suitable for training apprentice carpenters	
7.8	It is too costly to supervise and mentor an apprentice	
7.9	We are too busy in our business to have time to supervise and mentor apprentices	
7.10	Are there any other reasons why you did not have any apprentice carpenters in the past 5 years? Explain:	

8 On a scale of 1 to 5 where 1 = “Disagree Strongly” and 5 = “Agree Strongly”,

How much do you agree or disagree with each of the following statements about the apprenticeship system:

1=Disagree Strongly
2=Disagree Somewhat
3=Neither Agree nor Disagree
4=Agree Somewhat
5=Agree Strongly

8.1	Apprenticeship is a good way to train new carpenters for residential construction	
8.2	You would take on a carpenter apprentice if given the opportunity	
8.3	You have a good understanding of how the apprenticeship program works	

RESPONDENTS WHO DID NOT HAVE APPRENTICES IN PAST 5 YEARS GO TO Q13

9 How many apprentice carpenters have you taken on in the past 5 years?

_____ carpenters

10 On a scale of 1 to 5 where 1 = “Disagree Strongly” and 5 = “Agree Strongly”,

how much do you agree or disagree with the following statements about the apprenticeship system:

1=Disagree Strongly
2=Disagree Somewhat
3=Neither Agree nor Disagree
4=Agree Somewhat
5=Agree Strongly

10.1	Apprenticeship is a good way to train new carpenters for residential construction	
10.2	The apprenticeship system provides good information and support for employers who take on carpenter apprentices	
10.3	You would be willing to take on more carpenter apprentices in future	
10.4	Apprenticeship has been a good way for you to attract, train and retain good carpenter-employees within your own business	

11 On a scale of 1 to 5 where 1 = “Not at All Important” and 5 = “Very Important”,

how important is each of the following factors in shaping your decision to take on a particular individual as an apprentice carpenter:

1=Not at All Important
2=Somewhat Unimportant
3=Neither Unimportant nor Important
4=Somewhat Important
5=Very Important

11.1	You have lots of business and you need more help on the job	
11.2	You have time available to supervise and mentor an apprentice	
11.3	You know the particular individual beforehand and are confident they will be a good apprentice	
11.4	The individual comes recommended by people you know in the community	
11.5	The individual comes recommended by people you know in the industry	
11.6	The individual comes recommended by staff members of the Community College	
11.7	The individual has successfully completed pre-employment carpentry training at the Community College	
11.8	You interview candidates for apprenticeship and make your own assessments of their suitability	

12 The apprenticeship program requires that carpentry apprentices complete groups of technical training either in the classroom or via the Internet. Some have done 1 or 2-year pre-employment training programs before becoming apprentices.

On a scale of 1 to 5 where 1 = “Not at All Effective” and 5 = “Very Effective”,

how would you rate the overall effectiveness of the following aspects of that training for carpentry work in new home construction and/or renovation and repair:

1=Not at All Effective
 2=Somewhat Ineffective
 3=Neither Ineffective nor Effective
 4=Somewhat Effective
 5=Very Effective

12.1	Giving apprentices the basic knowledge and skills for health and safety on the job	
12.2	Giving apprentices theory and overall approaches needed for residential construction	
12.3	Giving apprentices knowledge about current regulations and standards for residential construction	
12.4	Giving apprentices knowledge about moisture control and ventilation for residential construction	
12.5	Giving apprentices knowledge about insulation standards and methods for residential construction	
12.6	Giving apprentices knowledge and skills to work with the range of materials used in residential construction	
12.7	Giving apprentices knowledge and skills in communications and business practices for residential construction	
12.8	Giving apprentices knowledge and skills to use the range of tools used in residential construction	

13 Currently a significant number of people who start the carpenter apprenticeship program drop out before they get their journey person status.

On a scale of 1 to 5 where 1 = “Not at All Important” and 5 = “Very Important”,

how important do you think each of the following reasons are in explaining why some carpenter apprentices do not complete the program:

1=Not at All Important
 2=Somewhat Unimportant
 3=Neither Unimportant nor Important
 4=Somewhat Important
 5=Very Important

13.1 The technical training courses (classroom or Internet-based) are not available in the local community and it is difficult to travel to do the courses	
13.2 Wage rates for apprentices are too low	
13.3 There are good carpentry jobs available without becoming a journey person	
13.4 Apprentices realize during the program that they simply do not enjoy doing carpentry and construction work	
13.5 Apprentices feel that they are not getting the skills and knowledge they need to be successful as carpenters	
13.6 Apprentices do not get enough encouragement and support from employers to complete the program	
13.7 Apprentice carpenters have particular difficulty doing the classroom work	
13.8 Apprentices have difficulty finding good placements and mentors to learn the practical job skills	
13.9 Are there any other reasons why you think some carpenter apprentices do not complete the program? Explain:	

14 It is well known that employers face shortages of skilled workers, and fewer young people have been choosing careers in the trades.

On a scale of 1 to 5 where 1 = “Not at All Effective” and 5 = “Very Effective”,

how effective do you think each of the following methods might be to expand apprenticeship programs:	1=Not at All Effective 2=Somewhat Ineffective 3=Neither Ineffective nor Effective 4=Somewhat Effective 5=Very Effective
14.1 Expand and improve trades training at the high school level	
14.2 Expand the tax incentives for employers to take on apprentices	
14.3 Expand the financial incentives and supports for young people to enter trades training and apprenticeship	
14.4 Employers pay higher wage rates for apprentices	
14.5 Do a better job of selecting people with the right attitudes, interests and abilities to become trades workers	
14.6 Are there any other approaches that you think will help expand apprenticeship programs? Explain:	

15 Saskatchewan and British Columbia are currently changing their carpenter apprenticeship program so that apprentices will be able to follow the traditional 4-year program to become full journeyman carpenters, or they can become certified in one of four “carpentry trades specializations” after a year or less of training. The proposed specializations are Foundations, Framing, Exterior Finishing and Interior Finishing.

An apprentice could become, for example, a certified framer and work in that sub-trade throughout his or her career. Alternatively, if he or she went on to complete all four specialization modules, he or she would then become a full journeyman carpenter.

On a scale of 1 to 5 where 1 = “Disagree Strongly” and 5 = “Agree Strongly”,

how much do you agree or disagree with the following statements:	1=Disagree Strongly 2=Disagree Somewhat 3=Neither Agree nor Disagree 4=Agree Somewhat 5=Agree Strongly
15.1 The carpenter apprenticeship program should include modularized training and certification for trades specializations	
15.2 You would be interested in taking on apprentices for training in trades specializations	
15.3 You would encourage one or more of your current employees to become an apprentice for a trades specialization	

16 Can you recommend any further changes in the carpentry apprenticeship training program to improve recruitment and training of carpenters for the residential construction sector?

17 As a part of this research project we want to conduct an additional survey to get the views of carpenter-employees in companies like yours who have not completed apprenticeship. Would you be willing to provide us with the names and phone numbers of one or more such employees? All communications will be completely confidential, and we will not use the contact information for any other purpose other than this one survey.

INTERVIEWER: IF RESPONDENT IS WILLING TO PROVIDE NAMES & NUMBERS BUT DOES NOT HAVE THEM AT HAND, OFFER TO WAIT WHILE THEY LOOK THEM UP. IF THE INFO IS ELSEWHERE, “Please fax that info to 902.832.8090” AND RECORD RESPONDENT’S NAME AND NUMBER SO WE CAN FOLLOW-UP.

Carpenter-employees who are not or have not been in the apprentice program:

Employee Name: _____

Telephone numbers: _____

Employee Name: _____

Telephone numbers: _____

Employee Name: _____

Telephone numbers: _____

Thank you very much for your time.

Appendix D: Survey of Non-apprentice and Non-journeyperson Carpenters

Study of Apprenticeship and
the Residential Construction Industry
in Nova Scotia

Phone Survey
for Non-Apprentice Carpenters

Prepared by:
PRAXIS Research & Consulting Inc.
for the



Phone Survey of Residential Sector Carpenters who are not Registered Apprentices and not Certified Journeyperson Carpenters

Good morning/afternoon,

Could I please speak to _____? **INTERVIEWER: ASK FOR CONTACT PERSON PROVIDED ON THE LIST. IF THAT PERSON IS NO LONGER AT THIS NUMBER ASK FOR CURRENT CONTACT INFO.**

I am conducting a survey of carpenters who are not registered apprentices and not certified journeyperson carpenters. The findings will be used to plan ways to improve apprenticeship for the home building and renovation sector in the province.

All results of the survey will be completely confidential. No one will be able to link the information you provide to you personally in your workplace or training activities. We would appreciate you taking the time to answer the questions as directly and honestly as possible.

Would you help us by participating in this brief survey?

INTERVIEWER: IF THE RESPONDENT SAYS “NO” ASK, “when would be a more convenient time to call back?”

INTERVIEWER: IF ASKED, “This survey is being carried out by PRAXIS Research on behalf of the human resources sector council for the residential construction industry in Nova Scotia, and for the Apprenticeship Training and Skill Development division of the Nova Scotia Department of Education. If you have any questions or follow-up comments on this research, I can give you contact information at the end of the survey.”

1. In what part of Nova Scotia are you currently living and working. Would you say it is...
(Please circle one only)
 - a. Primarily HRM;
 - b. Primarily the Valley;
 - c. Primarily the South Shore – Yarmouth region;
 - d. Primarily northern mainland Nova Scotia (Cumberland, Colchester, Pictou, Antigonish, Guysborough); or
 - e. Primarily on Cape Breton Island?
 - f. If other, please explain: _____

2. What is your home postal code? _____

3. How many years you have been doing carpentry work in the residential construction industry?
 _____ years

4. As a carpenter you may have worked in different workplaces with different employers. Is your current employer, engaged primarily in...
 - Residential renovation and repair;
 - New home construction, including single family to low-rise multiple-unit;
 - A mix of residential new home construction and renovation/repair; or
 - Industrial/commercial/institutional construction which includes multi-unit and high rise residential?

INTERVIEWER: REPEAT FOR UP TO 5 MOST RECENT EMPLOYERS.

Company was engaged primarily in: <i>(Please ✓ one only for each Employer)</i>				
	Residential Renovation & Repair	New Home Construction	Mix of New Home Construction and Renovation/ Repair	Industrial/ Commercial/ Institutional Construction
Most Recent Employer				
Employer 2				
Employer 3				
Employer 4				
Employer 5				

5. As you may know carpentry training is conducted through the Nova Scotia Community College and other community colleges. Did you... *(Please circle one only)*
- a. Never begin such training;
 - b. Began a program but did not finish; or
 - c. Began and completed a program?
- 5.1 Which program was that?: _____

6. Have you ever been a registered carpenter apprentice?
(Please circle one only)
- a. No **SKIP TO Q8**
 - b. Yes **CONTINUE WITH Q7**

7. How many years of apprenticeship training did you complete?
_____ years

On a scale of 1 to 5 where 1 = "Not at All Important" and 5 = "Very Important", how important was each of the following reasons for your decision not to complete the program:

1=Not at All Important
2=Somewhat Unimportant
3=Neither Unimportant nor Important
4=Somewhat Important
5=Very Important

7.1. The technical training courses (classroom or Internet-based) are not available in the local community and it is difficult to travel to do the courses	
7.2. Wage rates for apprentices are too low	
7.3. There are good carpentry jobs available without becoming a journey person	
7.4. You felt you were not getting the skills and knowledge needed to be successful as a carpenter	
7.5. You did not get enough encouragement and support from employers to complete the program	
7.6. You had difficulty doing the classroom work	
7.7. You had difficulty finding good placements and mentors to learn the practical job skills	
7.8. Was there any other reason for your decision not to complete the program? Please explain:	

SKIP TO Q9

	<i>1=Not at All Important</i> <i>2=Somewhat Unimportant</i> <i>3=Neither Unimportant nor Important</i> <i>4=Somewhat Important</i> <i>5=Very Important</i>
8. On a scale of 1 to 5 where 1 = “Not at All Important” and 5 = “Very Important”, how important is each of the following reasons why you did not begin a carpentry apprenticeship program:	
8.1. You did not have good information about the program and how to get into it	
8.2. You did not have Grade 12 so you did not apply	
8.3. You could not afford to do the program	
8.4. The technical training courses (classroom or Internet-based) are not available in the local community and it is difficult to travel to do the courses	
8.5. Wage rates for apprentices are too low	
8.6. There are good carpentry jobs available without becoming a journey person	
8.7. You felt you would not get the skills and knowledge needed to be successful as a carpenter	
8.8. You did not get enough encouragement and support from employers to start the program	
8.9. You felt you would have difficulty doing the classroom work	
8.10. You felt you would have difficulty finding good placements and mentors to learn the practical job skills	
8.11. Was there any other reason why you did not begin a carpentry apprenticeship program? Please explain:	

9. Saskatchewan and British Columbia are currently changing their carpenter apprenticeship program so that apprentices will be able to follow the traditional 4-year program to become full journeyman carpenters, or they can become certified in one of four “carpentry trades specializations” after a year or less of training. The proposed specializations are Foundations, Framing, Exterior Finishing and Interior Finishing.

An apprentice could become, for example, a certified framer and work in that sub-trade throughout his or her career. Alternatively, if he or she went on to complete all four specialization modules, he or she would then become a full journeyman carpenter.

On a scale of 1 to 5 where 1 = “Disagree Strongly” and 5 = “Agree Strongly”, how much do you agree or disagree with the following statements:

*1=Disagree Strongly
2=Disagree Somewhat
3=Neither Agree nor Disagree
4=Agree Somewhat
5=Agree Strongly*

9.1. The carpenter apprenticeship program should include modularized training and certification for trades specializations	
9.2. If the program was available in your local area, you would seriously consider doing a shorter training program to be certified as a trades specialist – for example as a foundations carpenter, framing carpenter, exterior finish carpenter or interior finish carpenter	

10. Can you recommend any changes in the carpentry apprenticeship training program to improve recruitment and training of carpenters for the residential construction sector?

INTERVIEWER: IF RESPONDENT HAS QUESTIONS OR FOLLOW-UP COMMENTS ON THIS RESEARCH, PROVIDE THE FOLLOWING CONTACT INFO, AS APPROPRIATE:
 Rick Williams, President PRAXIS Research & Consulting Inc; 63 Otter Lake Court,
 Halifax B3S 1M1 Phone: 902.832.8996 Fax: 902.832-8090 williams@praxisresearch.ns.ca

Appendix E: Other Reasons for Not Completing Apprenticeship Program

In addition to responding to specific reasons why apprentices do not complete the program, survey respondents were asked if there were any other reasons for not completing the apprenticeship program. The following are the detailed suggestions made by the respondents. The comments and suggestions are presented by category within each of the four groups surveyed.

REGISTERED APPRENTICES: REASONS FOR NOT COMPLETING APPRENTICESHIP PROGRAM
Attitude
Most people are in the course, just to be in a course, they take it as a "fall back" with no intentions of ever carrying through with it.
Really, really tired of working.
Only motivation to complete apprenticeship is more money, owning own business, improving own skills. I am completing in case certification becomes reality.
Course Content/Materials
Text books not applicable to our region and contradict with NBC.
The amount of hours on the job needed, currently 8,000 hrs is way too much.
Financial
Available money for tutors.
Cannot afford to lose pay while in school. EI makes you wait 2 weeks without pay. The pay you do receive is not enough to pay bills.
Can't afford to take time off work (can't pay bills not working).
It is difficult to get support through Manpower. EI is not readily available and that discourages people.
Just the fact of getting out of the working routine and going to college for the term while no income is coming in.
Loss of wages while in school. UI too low should not have 2 week waiting period.
To write the journeyman's exam is too costly.
Job Placement/Content
A lot of the employers in my area are not certified so they can't sign my apprentice book. So some times as much as 2 years worth of work passes without getting credit for my hours.
Journeyman are hard to get along with.

Supervisors and foremen are too concerned with production and look at you as an annoyance, not wanting to give you the chance to learn. They let you know daily that you are dumb and are in the way. Many men leave for that reason. This is not acceptable in an office setting and should not be tolerated on site, however it is.
Employer promotes learning but mentors give poor instruction.
Regardless of workplace, seldom is there a situation where there is 1-on-1 between apprentice and journeyman (outside union). Time is money, especially when the journeyman is the owner of the company.
Other
Move out West.
Government does not help us Cape Bretoners to finish courses.

EMPLOYERS OF REGISTERED APPRENTICES: REASONS FOR NOT COMPLETING APPRENTICESHIP PROGRAM
Attitude
A good attitude and strong work ethic can take the least experienced man farther than any well trained man with a bad attitude.
It's not seen as being important or necessary.
Financial
Affordability - most apprentice carpenters have trouble affording time off work and difficulties with EI coverage.
Apprentices find it hard to lose pay (income) while in school and UI takes too long to process training programs. (Example, my son had to wait 5 weeks for his first cheque.) Cheques should be issued after the first week.
Because of lower pay rate a vehicle is more unaffordable. To a small job renovation contractor, a vehicle and basic tools are very important.
Cannot afford to give up full time pay for UI. I pay a percentage while my apprentice is in classes but I am sure not all are so lucky.
Cost and travel.
Costs to travel for training. Lost earnings while in school. I mean that they earn less. Most apprentices just get by as it is. More financial support needed.
For our area, we can't get the wages as out West.

EMPLOYERS OF REGISTERED APPRENTICES: REASONS FOR NOT COMPLETING APPRENTICESHIP PROGRAM
Getting recognized for experience and schooling with pay raises will encourage carpenter apprentices to keep working. If there is no future in a career then why bother. Seasonal and 2 nd grade pay doesn't raise a family and pay the rent. We must be able to say to an apprentice that he or she can make a decent living and raise a family. This as we know must be in the wage package. Certification of the trade and policing it and giving the tradesmen a growing chance. The underground economy is still tearing us apart. Until we harness this our trades people will not make enough. Quick dollars and no pension and health benefits are our main topics.
I find apprentices become tired of the program, and leave for other construction related jobs! Ex. cabinet maker, insulator, etc. These jobs tend to pay far more than an apprentice carpenter.
If you have a good apprentice and offer a better wage to stay on, he may not go back (likes the money).
More money in other occupations.
Need better compensation during training courses. Also seamless from wages to EI.
Not enough financial support to go to school. Underground economy too strong, no incentive to do better.
Some cannot afford to go back to school after working.
There is no advantage of having your paper when it comes to wage.
Tuition, travel, accommodation costs.
Wage rate for journeyman carpenters too low.
Job Placement/Content
A journeyman should be able to have 2 apprentices under him.
Contractors not giving apprentices variety of work. (ALL roofing, or framework, siding, etc.)
Loss of interest in work. Classroom training is different than on site work.
Need more on the job experience with an experienced carpenter in all areas.
Not many companies complete jobs from start to finish. They sub everything out. The apprentice therefore does not get the opportunity to learn all the different aspects of even residential construction.
Professional
Carpenters are the only trade that doesn't need a ticket to build a house. Anyone can pick up a hammer and build a house as long as it passes inspection.
Carpentry technical training is not a trade that is required to be licensed in this province.
In NS it is not a requirement to be an apprentice to work in the industry.

EMPLOYERS OF REGISTERED APPRENTICES: REASONS FOR NOT COMPLETING APPRENTICESHIP PROGRAM
There is a perception by the general public that anyone can be a carpenter. The trade is not given enough respect for the knowledge that is required. Journeymen carpenters should be licensed in order to build as are electricians and plumbers and should receive the same respect. Many apprentices find work "under the table" and people are willing to pay cash as long as the worker has some basic knowledge.
This is not a compulsory certified trade and until it is every unemployed fisherman, farmer and f_ _ _ _ will be a carpenter apprentice. No disrespect to fishers nor farmers. Protect those who invest in the trade!
Other
They should start from Grade 10 and get Grade 12 equivalent.
Training times do not meet the needs of employed apprentices.
Apprenticeship officers are often hard to contact, should organize quarterly visits to the job site.
I have no reasons really where I've never had an apprentice hired. Tried to a couple of times but it was too much of an ordeal, I gave up on it. I've got an apprentice or one who would like to sign up (possibly 2) but it's very difficult to connect with our leader.
In all union jobs - only a small number of journeymen are allocated in the pay or bidding scale - 3rd year have more chance of steady work.
Union discourages completion as a lot of union jobs will take 3rd year over journeymen because of wage payment.

EMPLOYERS OF NON-APPRENTICE/NON-JOURNEYPEPERSON CARPENTERS: REASONS FOR NOT COMPLETING APPRENTICESHIP PROGRAM
Attitude
Some don't like working on staging or don't realize how physical it is.
Don't like the work.
Don't need it.
Don't realize what they are getting into.
Find something better.
Inconsistency for work in the industry.
Lack of interest on apprentices' part. Lack of interest in mentoring by employer, lack of training on employers' part.
Lots of hours - some get discouraged.
Must not like their trade.
No ambition to work diligently daily.

EMPLOYERS OF NON-APPRENTICE/NON-JOURNEYPerson CARPENTERS: REASONS FOR NOT COMPLETING APPRENTICESHIP PROGRAM
No basic interest, just to make money while training.
Not enough dedication from the apprentice to become a journeyman. High cost for the course.
Perhaps they are just lazy.
Some apprentices can't do the job without supervision; need more experience before going on their own but the course puts them out there on their own.
Some just want a job, not a career.
The apprentice simply has a lack of interest.
The guys lose interest too fast...manual labour too hard.
They are young kids and have unrealistic expectations, the real job is not what they think it will be and is hard work.
They give up on it.
Too hard work for apprentices.
No time to take the courses...want to work instead.
They are tormented and put down, not treated respectfully by general public.
Course Content/Materials
Mathematics is hard for them.
Need practice outside of classroom. Important to be on the job, which is better than classroom. Incentives for employers.
Not enough time to complete the program.
Some cannot compete in classroom.
They do not have enough hands-on experience. Apprentice courses needed for drywall mechanics.
Transportation not available; not able to use/understand new technology.
Financial
Financial burden of being a student.
Have to get laid off. Seasonal wages. Responsibility to pay bills.
If money is good they will stay with the practical side rather than invest in more education.
Leave province for higher wages.
Not enough money.
Not enough money - life struggles trying to make ends meet.
Not enough reward at the end/standard for carpenters.
People stuck for money, they do anything. Employers go through a lot of trouble to get them and they just like the pay cheques.
The training costs too much and not necessary to work in the industry.

EMPLOYERS OF NON-APPRENTICE/NON-JOURNEYPerson CARPENTERS: REASONS FOR NOT COMPLETING APPRENTICESHIP PROGRAM
They find other employment and leave school to earn money.
They need money to get through school.
Wages are too low, better out West.
Job Placement/Content
Lack of steady work.
Lack of work.
Lured out West to work, job placement after program is completed is important, keeps them from being lured away.
Not enough work in this area.
Personal/family issues. Lack of placement availability.
Poor opportunity for employment from lack of mentors and low wages.
Some employment is only seasonal.
They are used as gophers, there is an industry unwillingness to teach apprentice new skills.
They usually get the bad jobs.
Mentors have hard time sharing information. Easier to do it themselves. Employers push apprentices to corner to clean up mess.
Bosses want to keep good workers, don't encourage them to go on with their studies.
Can't find a placement with a certified carpenter to finish the program.
Depends if the mentor cares or not.
Other
Going out West.
I look for skill, not for having gone through the program.
Local colleges don't advertise, not that I've seen.
Some areas there are too many - more than needed.
I think there is not enough follow up to encourage the completion of the program.
They don't need to work in the industry.

NON-APPRENTICE/NON-JOURNEYPerson CARPENTERS - STARTED BUT DID NOT FINISH PROGRAM: REASONS FOR NOT COMPLETING APPRENTICESHIP PROGRAM
Financial
I was making money.
Just came down to low wages, and other apprentices with poor attitudes made me not want to do the training.

NON-APPRENTICE/NON-JOURNEYPEPERSON CARPENTERS - STARTED BUT DID NOT FINISH PROGRAM: REASONS FOR NOT COMPLETING APPRENTICESHIP PROGRAM

Went to work, had to make money.

Job Placement/Content

I was getting on the job training without being in school.

I just learned from my dad.

No need, employed without it.

Was encouraged by employer not to.

Went to work in mines. There were lots of trades people and it was hard to find work at that time.

NON-APPRENTICE/NON-JOURNEYPEPERSON CARPENTERS - DID NOT START APPRENTICESHIP PROGRAM: REASONS FOR NOT COMPLETING APPRENTICESHIP PROGRAM

Financial

I couldn't take the time to go to school and not work but I would encourage others to go to school if they can.

I didn't have the money to take the course (it's expensive) and be off work for two years.

I got married young, could not afford to go. Today it is different.

I was just out of school and needed the work so I left the program.

Learn more after doing the practical work so I didn't finish, just went into the workforce making money.

Less pay for apprentices and I'm not about less pay.

Students are coming in thinking they will get \$15.00 or \$18.00 per hour but they don't get that kind of money.

Time, I don't have it. I can't go to school daytime because I need to work.

Went to work, not a lot of opportunities in my area.

Went to work.

Job Placement/Content

Already had a lot of experience so I went to work.

Could not find journeyperson to train under.

I got a good job without the course.

I just don't think people need it to be hired as a carpenter.

Learned on my own.

Learned on the job.

Not really, I started working right out of school so I never needed to.

NON-APPRENTICE/NON-JOURNEYPERSON CARPENTERS - DID NOT START APPRENTICESHIP PROGRAM: REASONS FOR NOT COMPLETING APPRENTICESHIP PROGRAM

Trained with father learned more than in class.

You don't really need the certificate to do the work.

Other

Did not have Grade 12 so even if I wanted to take the course I could not.

Did not have time to go back to school.

Did not pass the course.

I've been busy, no other reason.

Person I spoke with from the government was very discouraging. About the course and the industry.

Appendix F: Recommended Changes in the Carpentry Apprenticeship Training Program

Survey respondents were asked to recommend any changes in the carpentry apprenticeship training program that would improve the recruitment of apprentices and the employment and career prospects of apprentices in the residential construction sector. The following are the detailed suggestions made by the respondents. The comments and suggestions are presented by category within each of the four groups surveyed.

REGISTERED CARPENTER APPRENTICES: RECOMMENDED CHANGES IN THE APPRENTICESHIP TRAINING PROGRAM
Communications
Better communication with apprentice officer. Clearer understanding of who should sign my book and how to sign book.
Everybody that is involved in apprenticeship training (from the apprentice, employer, training officer, teacher and employment insurance) have to be better informed of what is going on.
Course Content/Materials
Fall arrest and confine spaces should be given in the classroom. More time spent on basic math skills. More time spent reviewing the building codes and how to use the book. More time spent on building science (moisture, vapour barrier). More info on the business aspect of the trade (how to start and all the steps to take, etc., insurance, CPP, compensation) who to see and what to do.
Tests can be too "wordy" and not enough emphasis on trade procedures. Log books don't have proper skills required for residential carpenters. Too much concrete form work.
Text books in standard units. No one uses metric, minus government jobs which end up being converted to standard any ways.
There should be exams on work skill! Not just theory. Practical exams.
To change exams - meaning have one answer for the question instead of two. To make carpentry a certified trade - meaning not just anyone can be classed as a carpenter.
Well, I would appreciate an accurate answer key. And...books that relate to Nova Scotia and not Alberta or anywhere else in the world.
Books are old and they do not talk about residential carpentry that much.

**REGISTERED CARPENTER APPRENTICES:
RECOMMENDED CHANGES IN THE APPRENTICESHIP TRAINING PROGRAM**

Can someone come together and go over all information given out and come up with correct answers to questions. On some material one answer is given while the answer may be different on other materials. This is VERY frustrating.

Get rid of the mm and meters. We use inch and foot increments in Nova Scotia. Schools always teach inch increments, college should be no different.

Go over the tests and make sure all questions and answers are correct. They're friggd up right now!

Material should be more up to date.

More updated construction materials used to teach (i.e., trusses). As well as making sure that the info in the course pack is accurate and the tests and questions are more precise in their wording (i.e., less as an English or trick question and more based on knowledge)!

The materials covered in the Alberta modules are very dated and need a serious overhaul. People involved in the carpentry apprentice, from the smallest role to the largest role, should be carpenters.

The training videos online should be updated to use techniques of today and the many different materials used today. There should be a small section dedicated to the business aspect of carpentry. Once a carpenter has the skill to open his/her own business, they don't understand payroll, how to manage the business, etc.

To be more up to date with their books and study material. Waiting period for your benefits to come in (getting money faster).

Update the books. Update to today's way of life i.e., tools being used.

More input from materials manufacturers in regards to new construction materials availability and applications. Regional or Canadian-based texts that are up to date with current NBC standards.

Financial

Don't work on South Shore - no \$.

Funding upfront to take training, then waiting for EI to come in.

Have a smoother EI benefit program. Should not have a 2 week waiting period with no pay. Should earn a higher percentage of your income while in training.

Have it in an area where you don't always have to look for a reliable drive, preferably walking distance or transportation provided.

**REGISTERED CARPENTER APPRENTICES:
RECOMMENDED CHANGES IN THE APPRENTICESHIP TRAINING PROGRAM**

I have written the journeyman's exam and just missed passing. To get the time off work and plus the cost to write again is hard. An employer will gladly give you time off to write the exam once. But as you must know a good portion of people who do write do not pass on their first attempt. My father for example had to write the exam 3 times. He eventually passed but it was hard to find the money and he also got fired by one employer for taking the time off. If this province is looking for more skilled trades people definitely should be curbing the cost to write the exam. A friend of mine wrote 5 years ago and the cost was \$28.50. Look what it is today. I can write any time now but I am having a hard time coming up with the money. It is very discouraging. Hard to take that cash and raise a family.

Make more money available. I'm still waiting for my unemployment to come in. I'll be back to work before I get another cheque. That sucks! 5 weeks.

Make training available closer to home for small groups of apprentices. Financial aid should be increased to help students further their training. Most people that have a house and a family find it financially stressful to complete their training. In a province where tradesmen are few and far between, I feel the province should be doing all that is possible to promote certification.

Provide more information on costs of classes, books, tools needed and what all requirements.

Rate of pay should reflect training wherever you take the course, not where you live. More journeypersons to train under in under-serviced areas.

Regulate the wage for apprentice carpenters so that they are paid a fair rate everywhere.

Try to get employers to pay for schooling so we can go.

Improved Supports

Trying to find more instructors for more hands-on work in classroom.

More employer training skills.

More flexibility and a less bureaucratic approach. Many, perhaps a majority, of highly-skilled Nova Scotian carpenters do not have their ticket. This means that apprentices like myself cannot work for those people because they are not eligible to log our hours. There should be some way to prove these non-licensed carpenters have the experience and track record in the industry to mentor us. Otherwise many small companies are off-limits to apprentices as potential employers.

Providing tutors with government funding especially to those apprentices who have been out of the school system for a number of years so they can obtain their journeyman's papers.

Training officers don't seem to have it all together.

I've had difficulty learning from a journeyperson because I haven't met many.

**REGISTERED CARPENTER APPRENTICES:
RECOMMENDED CHANGES IN THE APPRENTICESHIP TRAINING PROGRAM**

Multiple Categories

Set standard minimum rates which contractors must pay registered apprentices so to allow those apprentices to be capable of affording going in for further training while taking time off. The problem with the log book skills section which gets filled out is how 25% to 30% of the skills are impossible to learn in residential as to how they are gained in the commercial union sector. Consider revising the skills checklist or create a Residential Carpenter Certification and a Commercial Carpenter Certification. Courses should be revised for classroom time because of how some are now outdated or some courses have too little time provided to cover all information and give adequate practical training. Other courses have too much time for too little information.

Re: apprentices realize that they do not enjoy doing carpentry and construction - There are other venues. Re: apprentices feel that they are not getting the skills and knowledge they need - Make the opportunities. Re: apprentices do not get enough encouragement and support from employers - Every man for themselves. Re: giving you knowledge about current regulations, codes and standards for residential construction - "Get the job done." Re: giving you knowledge about range of materials used in residential construction - "Here use this". General comment: Training officer sucks.

Re: availability of jobs - People always need a place to live and need repairs=always work. Re: carpentry work one personally prefers most - One does well what one enjoys. Re: opportunity to work for an employer you know personally - If you already get along with a person, work should be easier. Re: opportunity to work in a particular community - Less travel, more profit. Re: technical training courses are not available in the local community - I travel 125 km. Process is costly. Re: wage rates for apprentices are too low - Not too low. Re: not getting the skills and knowledge they need to be successful as carpenters - They can continue using the skills they do have. Re: not enough encouragement and support from employers to complete the program - The only value in completing course is workmanship, unless certification comes in. Re: apprentices have difficulty doing the classroom work - Can't pass, shouldn't be in trade. Re: apprentices have difficulty finding good mentors - Some have had problems. Suggestion: Separate residential and commercial carpentry certification. Residential needs to know things commercial never needs and vice-versa. A person can always be certified in both if they choose.

Professionalism

Certification should mean something in the trade. I.e., not everyone should be able to charge themselves out as a carpenter and take work and bring wages down.

Hire union workers, contractors, and sub-contractors for all aspects of new home construction.

Move to certification for carpentry the same as plumbing and electrical. More hands-on instead of classroom theory.

Require more people to be certified on the job, for ex. electricians have to be certified to be able to run wire in a new house but anyone can build the house that they wire which is not right.

**REGISTERED CARPENTER APPRENTICES:
RECOMMENDED CHANGES IN THE APPRENTICESHIP TRAINING PROGRAM**

Not in apprenticeship training but you should be a licensed carpenter in order to start your own company, such as plumber, electricians are.

The carpentry trade does not get enough respect for the training and skills that we acquire. There should be more inspections of work that is done by people who are not skilled and trained carpenters. If I have to get my house rewired then an electrical inspector has to approve of any work. There are people doing carpentry that is sub-standard work and are doing this at cheaper rates just to get the work. If the wages reflected the skill work that we do then there wouldn't be a shortage of skilled carpenters in the residential construction in this province. The skilled apprentices are going to the West for the wages and hours that they will not get here for residential construction and most of the carpenters that go out West are not even doing carpentry work (e.g., scaffolding) so what skills they had are getting lost.

Program Approach

Fewer students per training officer!!

Hands-on experience with qualified journeyman or teachers.

I believe that the program should have a more advance section for people that have more skill with the trade. Also that the program should include more practical time than class because in the real world you are not in a class setting.

I think if carpenters that are not certified have over 10,000 hours documented as a framer, finisher, etc. they can take an apprentice under their wing. Because a lot of the best carpenters are not certified. And it's hard for apprentices to find a certified carpenter to work for because they are hard to come by. Or you could change the rule of 1 apprentice per journeyman to 2 or 3 because a journeyman can train more than 1 apprentice at a time because where I work and have worked everybody works as a team and everybody learns new practices.

I think if the guidelines are followed the program would work great. It is hard for the average employer to make available the required skills needed. Not many employers do all the work from footings to interior finish. If more of these skills were train[ed] in the schools, maybe we would become more valuable to employers.

I think it should be mandatory for an apprentice to write a block per year as long as he/she has his/her 2,000 hours per year required to do so. I know a lot of apprentices that have the hours of a 3rd year apprentice, myself included, that get the 3rd year wage but only wrote 1 block.

I would like to see all four sectors done at the same time instead of broken down.

If you want to do the specialization trades, do it after you become a journeyman.

In Nova Scotia there are many excellent, highly skilled carpenters who do not have an interprovincial ticket. These professionals are unable to sign apprentices' log books, which eliminates some job opportunities for apprentices. There should be some system in place to allow experienced carpenters who don't have their tickets to sign off on apprentices' on-the-job experience. This would give apprentices more flexibility when looking for the best jobs.

Increased number of seats in the carpentry program at NSIT in Halifax.

**REGISTERED CARPENTER APPRENTICES:
RECOMMENDED CHANGES IN THE APPRENTICESHIP TRAINING PROGRAM**

Make carpenter [carpentry] a certified trade. More hands-on training and testing. Do not specialize like BC. Specializing is only going to allow developers/CMHC to lower Red Seal value and pay rates. Carpentry should become a certified trade so that workers can be more skilled, command higher pay, and produce safer, better quality work!

Make things easier for apprentices that prefer to do "hands-on" rather than in book work.

Maybe a little more hands-on rather than book knowledge. Some test questions are a bit confusing in the way they are worded. The prices are a bit steep. Very hard for a first year - low income - to pay for without help from employer or the school. The grant is great but that's only at the end and does not help to get books starting off. Log book could be less involved.

More apprenticeship training people so it is less of a pain to contact someone if you have a problem. It now takes a week or more before anyone calls back, if they call back at all.

More hands-on during the training blocks, not everyone does everything you cover in class on the actual job site.

More hands-on work, less book work.

More institutes that offer the courses. Do not use BC and Alberta's specializations. Carpentry should be a certified trade.

More shop time/training during in-class technical training.

Offer in-class training in more areas, so people don't have to travel as far for class.

Programs in more local areas.

Push the on-line a bit more but offer a time to be able to come and see an instructor if need be via a question or understood subject.

Some hours in the shop might make it easier to learn for some of us.

There should be more "shop" time. As well, this particular Group (A) has only 5 weeks. There really should be more time allowed for this course. This would enable the apprentices to learn more; both in-class and give them an opportunity to get more "hands-on" "shop" time. This could also help a person feel more comfortable with the various equipment.

There should be more hands-on in the classroom; there is very little now. Each block (year) should be longer than 5 weeks long.

To have the hours you work in one province be good in another province, interchangeable between each other. I'm going back between Alberta and Nova Scotia.

Try for a lot more on the job training, placing students in real life jobs with people who can train and/or show them the trade as it is right now. (Classroom work is good, but real life opens your eyes to show you what you're getting into.)

**REGISTERED CARPENTER APPRENTICES:
RECOMMENDED CHANGES IN THE APPRENTICESHIP TRAINING PROGRAM**

Yes. 1. In-class technical training at NSIT in morning hours, afternoon on-site, working with tradesmen - completing tasks. Not in shop looking at mock-ups, or testing/training - more doing to gain valuable experience. 2. More learning of future procedures vs. past procedures. Not so much time, emphasis placed on past tools, procedures that are out of date and not used on-site.

I think the program should have a fifth year option to certify persons in the commercial/industrial sector.

Status Quo

Keep everything the same!!!

Leave the trade how it is. An apprentice should learn all aspects of the carpentry trade.

No, don't fix what ain't broke!! If you want or wish to make trade specialties it can be done if that is all that particular person strives for but for a person who wants the carpentry trade for all specs of being a journeyman make them strive to be the best they can be. Then after they get the Red Seal you will see that most concentrate on one special thing but if you stick with one specialty, your specialty may run out of work or a new way might come about so you could possibly be out of work and without the Red Seal how would you take part in other aspects of the trade at the same rate of pay. We're all in together to strive for the right path if anything should be done more in-class hands-on should be looked at. But do what you want. I'm done.

**EMPLOYERS OF REGISTERED APPRENTICES:
RECOMMENDED CHANGES IN THE APPRENTICESHIP TRAINING PROGRAM**

Communications

We need to make our governments aware that all people are not cut out to be doctors and lawyers like today's education system lean towards. University is basically a necessity today but not necessarily effective. Trades people are very important in today's society. Go back to the old ways of training (1980s). It worked.

Have better communication practices between potential employers and the people who are looking after the apprentices' paperwork.

I cannot speak for apprentices but I do very much support apprentice training and journeyman qualifications. Trades training must start in our high schools. There are some very highly skilled people that don't know it because the education system assumes all students will either attend university or just drop out. The majority of students are much better skilled as trades people but don't know it. Go back to the basics. Thanks for sending this questionnaire. (It's about time.)

More communication between employer and apprenticeship staff, maybe an on-site visit once during each training block, or more. Information to employer as to what material is being covered at his apprentice's next technical session to enable them to provide more experience in these areas if possible.

**EMPLOYERS OF REGISTERED APPRENTICES:
RECOMMENDED CHANGES IN THE APPRENTICESHIP TRAINING PROGRAM**

Right now we are training people for lucrative jobs out West. We need to find a way for the employers who train these people to be able to keep them. They train in Nova Scotia - apprentice in Nova Scotia and ply the actual trade in Alberta. It's hard to continue watching this.

The mind set of today's parents are encouraging their children away from trades and more into a profession. Further advertising into this field would be beneficial. Convince the parents and they will encourage their kids.

Simple: make them goal orientated. Young people don't dream of things they could accomplish. Goal setting will give them drive to carry on. Remember if it's got to be it's up to me.

The apprentices now have to have better access to the people looking after them. Answering machines that are seldom answered frustrate both employers and apprentices because of uncertainty and lost time on more phone calls to try and find out answers or arrange schooling. It would be nice for me as an employer to meet with the rep that is looking after any apprentice I am training.

Should organize a group or individual carpenters to go talk to junior high and high school kids to make them aware and teach them about the trade. Just to let them know you don't have to go to university to make a great career for yourself.

Course Content/Materials

Drop the metric system for carpentry.

Add small business elements of renovation and design (etc.) modules (i.e., some electives) to their program mix.

Our line of work relies heavily on versatility with aluminum - bending brakes. This tool is our "Swiss Army knife" which is very handy in a number of situations. While proficiency of this tool is a learned art, it is very important for aspiring trades people (and specifically carpenters) to become familiar with its use.

In my opinion, some of the programs should be dropped from the carpentry program. Concrete & steel workers are not really carpenters, maybe some of the programs should be specialized. Too much time is spent on training that apprentices will never use. I think this bores them.

The training materials should be updated to reflect new materials and more training given on rendered drawings and specifications.

As mentioned in [Question] No. 11.6 I think that the metric system should be dropped in the carpentry trade. I have worked in the field for 23 years and have built a numerous amount of new homes up to 7500 sq. ft. and under of all different designs and styles. I worked in Japan in '95 and constructed 3 or 4 homes of a unique style there in a total of 3 months. However of all the work that I had done, I only used the metric system in 2 plans in the total of about 200 plus jobs, that included renovations and new homes and some commercial. I think the metric system is a burden towards the carpentry field!

**EMPLOYERS OF REGISTERED APPRENTICES:
RECOMMENDED CHANGES IN THE APPRENTICESHIP TRAINING PROGRAM**

Financial

No building permits without being a licensed builder by Province. That way you can pay more.

Reduce fees for courses. (When I took my trade I did not have to pay to take courses.)

Educating the public that carpentry is a very respectable trade that deserves a respectable wage; as a small construction company we try to pay our employees as much as we can, however, clients don't feel that they should pay high labour costs although they expect top quality work. The same person who would pay a car mechanic \$50/hr to work on their car would be mortified if he was charged \$50/hr to have a skilled tradesperson work on his home. The underground economy has also influenced this problem as well. Having to charge HST on labour increases costs but the employee doesn't get the benefit.

I am a product of the Alberta Apprenticeship Program. I believe in the program. Wages are the main issue and being paid enough while these people are away at school. The underground economy is what is hurting this. Will you pay \$18/hr for a carpenter or \$10/hr for a guy with a half ton and a skill saw. "Public EDUCATION"

There are a lot of apprentices who have dropped out of the program mostly for financial reasons. When I was finishing my apprenticeship, I had to travel to Halifax from Lockport, stay in a boarding house and I only got \$50 per week. That was very tough for a married person. The ones that have dropped out need help to get back on track. Wage incentives for employers would help with the on the job actual training costs. It costs time and money to do on the job training.

There could be grant work to encourage participation in trades. For example have a contractor try several people at one project for 3 to 4 months. The contractor would be provided with an incentive grant then maybe the contractor may keep some of these people.

Financial aid throughout program. It's hard to survive on \$15/hr let alone afford a vehicle. Incentives to employers would certainly help to keep apprentices employed through slower times.

I feel apprentice should be given certificate for specialization as they complete. However in rural NS carpenters need to become journeymen and knowledgeable in all aspects. I feel it's time to find a better way of compensating apprentices who are on training. EI does not work. Time lapse for wage to benefit. I regularly compensate employees on training as EI is not process. Not all employers will do this and young people drop out or register in future for lack of financial resources or dependable income.

**EMPLOYERS OF REGISTERED APPRENTICES:
RECOMMENDED CHANGES IN THE APPRENTICESHIP TRAINING PROGRAM**

Training program is very effective in apprentice's communications with other employees. Apprentices in the program need to be financed to their full income when attending college. They should not have to pay for text books, exam fees, etc. The best apprentices are young, eager and strong (a must in this trade) and usually starting a new family, a loss of income is large deterrent. It is expensive for the provincial government to fund these apprentices with no guarantee the journeyman will stay in NS. I recommend more federal government \$ to maintain a good apprenticeship program. After all, an inter-provincial ticket means just that. That's my rant.

The job opportunities and potential higher earning residential career (carpentry) are being hurt and kept at a lower level due to "under the table" contractors/workers. This area needs to be "cleaned up".

The government definitely needs to make it worthwhile to hire apprentices for a journeyman employer. With tax cuts, tool allowances, etc. To be honest, I come from a rural area and those that aren't working don't want to work and the rest only want to work long enough to get their EI. I have 2 employees now who I could probably sign up but I'm not if there's more headache than it's worth. It needs to be worth my while.

Tax breaks for apprentices. Benefits (medical, dental, etc.). License the trade. Trade certification.

Financial support from government for training.

Very effective for employers to pay higher wage rates for apprentices but where do we get money to do so?

Professionalism

Certify the trade, license the builders.

Commitment and willing to learn are the ones that work out for me. Attitude.

Make carpentry a certified trade.

A compulsory certified trade.

Attitude is everything. The willingness to work hard. Loyalty. To care about the company you work for. An employee with the right attitude is not only respected, but cherished. If one has the right attitude, they can show up on the job and not know how to pound a nail.

Make it so that you need to have a certified training course to work in the trade.

Compulsory (mandatory) certification over time for this trade and grandfather those into specialization categories.

Attitude. The most valuable tool a worker can have is to take pride in his work. The rest is "gravy".

Carpenters should have to be certified, the same as other trades ex., electricians/plumbers. At present there are too many people out there without training do the carpenters' job, price cutting trained carpenters and doing terrible work. It is giving others in the trade a bad rap.

**EMPLOYERS OF REGISTERED APPRENTICES:
RECOMMENDED CHANGES IN THE APPRENTICESHIP TRAINING PROGRAM**

I believe it is time that a licensed carpenter holds the same power as a licensed plumber or electrician. Unless you have a licensed electrician on your job NS Power cannot hook you up or you cannot retain a permit. But anyone can build a house or do a renovation. This is why your people do not finish their classes why do they need to?

A link is not being made stressing the phenomenal opportunities that good skills training will provide to allow a tradesperson to become a successful small business person, which is what many of them do. I think there could be exciting opportunities to enliven this program by branching out from its traditional skills-training core. Carpentry can be a very creative field that offers the practitioner opportunities for design input, business success and personal development. A lot of the actual hands-on work has been really dumbed-down over the years and I think the focus of the challenges in the field have broadened into other areas (money management, project management, etc.).

Program Approach

Perhaps trade schools should look to local contractors and invite them to the classroom to speak to students sharing actual job experiences, have students visit job sites see actual projects under construction, encourage interest in various trades within the construction project (i.e., finish work, framing).

Start early at Grade 10 level. Ex. Memorial School is like the old vocational school. Get your 10, 11, 12 and start in a trade. I like this and I think it works - if you're not going to university then attend this school.

Go back to taking a trade along with high school courses like I did back in the 60s.

More on-the-job training while in school.

Need more trade schools in Valley.

Register them in the apprentice course the first year of schooling.

Break down the aspects of residential construction carpenters similar to that of Saskatchewan and BC.

Make getting in training more user-friendly.

Many apprentices I see should not have been allowed to complete their training as they were not meant to be.

More hands-on training at school.

Allow more than one apprentice for each journeyman. We are turning away interested young people because we don't have enough journeymen.

More hands-on training needed and stay with two year program.

They need more out of class training. More hands-on. I compare the schooled carpenter and the hands-on carpenter apprentice and there's NO comparison.

Shorter timeframe for training. Instead of 5 weeks straight, one day per week for 20 weeks or 5 weeks November to December, [or] 5 weeks March and early April.

**EMPLOYERS OF REGISTERED APPRENTICES:
RECOMMENDED CHANGES IN THE APPRENTICESHIP TRAINING PROGRAM**

In smaller areas, it is important to learn all parts of training. People in the apprenticeship training should be able to work in the field more to get the feel of the trade, and also lets them know what to expect while they are enrolled in the two years of training (classroom).

Lessons to tie their boots.

Open up the system to facilitate "challenging" the exam and recognizing prior learning and experience. Change the Grade 12 prerequisite, so persons with the interest and aptitude can enter the apprentice program without their full Grade 12 or "equivalent".

Unable to answer "Aspects of the training program for apprentice carpenters" questions at this time as current apprentice is in the midst of taking these courses. Provide "all training" and technical/theory in the areas in which they live. There are a lot of single parents these days who cannot take one week to go to Halifax for training!

Carpenters need to have a wide variety of knowledge to do their job. Electricians do a specific task as do plumbers, but carpentry has a much broader scope. The more training and experience a carpenter can get, the better he/she is at his/her job.

Do the training in blocks similar to electricians.

Drop the requirement for Grade 12 and take them after Grade 10.

Kids should be able to start trade with Grade 10 and not have to stay 2 years in school if they have no interest in university, and have classroom time related to the trade in which they are attending.

Have then to help to have as much course as possible during their two years as staging C.P.P. etc. [sic]

Two year course to get more training at school so the carpenter has an apprentice that knows a little more to go out in the trade, more hands-on training is needed.

Status Quo

Alberta has one of the strongest apprenticeship programs in the country. The apprenticeship is working. Builders, contractors and employers should support the existing system. Breaking up the trade is a very "bad mistake" that the province will regret for a long time. It is only for the self interest of the home builders. Full journeyman is the answer.

No, not at this time, I believe the community college in my area is doing a fine job as far as I can tell, by the apprentices who have been with me.

If it worked for 100 years then why change it now. We need good all around carpenters. These men and women are our future Superintendents, Foremen, Estimators, etc. We are seeing a decline in these positions because of the different specialization sections, and no one knows the whole scope of the trade. Let's just say that for me, the answer to all this is the same as it was years ago. You walk before you run. We are jumping some hoops and watering down the system and we will suffer in the end. My opinion is to become a carpenter first and then later on specialize if you wish. I may be old fashioned but, do doctors skip their training to specialize; I don't think so. Thank you.

**EMPLOYERS OF REGISTERED APPRENTICES:
RECOMMENDED CHANGES IN THE APPRENTICESHIP TRAINING PROGRAM**

Not right now. It seems this may only apply to new construction. For a contractor doing renovations you need tradesmen who are well rounded in all aspects of construction.

The more you specialize and reduce trade qualifications i.e., framing, interior, exterior, foundations, the longer it takes to equal "Red Seal" training. Four year apprenticeship for each trade aspect means 16 years training - this doesn't make sense. Specialization in trades would only amount to greater shortage of "skilled" workers as it would limit carpenter apprentices' possibilities. The cost factor to employers for loss of manpower and diversity of training and trade qualifications would be significant.

**EMPLOYERS OF NON-APPRENTICE/NON-JOURNEYPEPERSON CARPENTERS:
RECOMMENDED CHANGES IN THE APPRENTICESHIP TRAINING PROGRAM**

Communications

Counsellors promote in high school, better incentives.

Don't know enough about the programs.

Exploring mentoring potential.

Get rid of surveys and talk to employers one-on-one (focus group) with real everyday questions.

Happy survey is being done.

Rural needs to know little of everything, rural different than city, four years is a long time, we don't employ trades? Right message is not out there, sell job not there, lies with people employed in schools, multifaceted career.

Would liked to have hired but could not find any even tried the NSCC.

Young people need to be encouraged to take a trade.

Awareness of pensions, benefits, union benefits when finished of course.

Better PR work, stress strength & lifestyle offers.

Businesses should know about how to contact apprentices.

Financial

Apprenticeships have gone down hill. 10 years ago it was better. More open for employers to receive tax credit.

Better pay scale for respect deserved.

Full training, incentive for wage.

More \$ for apprentices.

Wages need to be decent; convince the apprentice the employer will train them.

Depends on % of wages for employer. Use a lot of our time training apprentices. Cost a lot of money for employers to train.

EMPLOYERS OF NON-APPRENTICE/NON-JOURNEYPerson CARPENTERS: RECOMMENDED CHANGES IN THE APPRENTICESHIP TRAINING PROGRAM
Economic incentive for employers.
Financial aid to companies to hire the apprentices.
Government assistance to help kids pay for it.
Government incentives to employers and apprentices.
Heavy equip. course vague, not long enough, student gets to run too many pieces of expensive equipment instead of one. Equip cost a lot of money, more training needed, government should have money for equipment to train students.
Increase wages in all trades.
Make schools centrally located with financial help.
More financial support for students; more co-op education.
More money to apprentice wages and to cover the cost of mentoring.
Some kind of incentive in all trades.
Subsidies for the employers.
Subsidies to employers.
Subsidies, cannot afford to pay if they can't do the work.
Tax incentives for the employer.
Improved Supports
Build appropriate schools. Not enough teachers with the new technology.
More advertising of better jobs upon completion of program.
Have some regulation/guidelines for employers i.e., task, skills list, consistently between employers.
More advertising about the program.
More advertising of the program.
More info to students before they choose this trade.
More information delivered to employers.
The employer needs to show the new guy skills to do the job.
Professionalism
A carpenter needs to know all aspects of the trade, he's no good to me if he doesn't.
Bad idea - the public will have a false sense of what they are getting and it puts experienced carpenters at a disadvantage.
Change the word Trade to skilled/professional designation; more specialized.
Education; respect of the trades/stigma attached.
Get them to show up for the job on time; dedication/loyalty.
Make sure they are completely prepared and that their heart is truly in the work.
Strong effort to license all contractors. Penalize those who are not licensed.

EMPLOYERS OF NON-APPRENTICE/NON-JOURNEYPerson CARPENTERS: RECOMMENDED CHANGES IN THE APPRENTICESHIP TRAINING PROGRAM
Benefit of having some kind of degree.
Come out with skills and work experience.
Employers not willing to give them a chance.
In general, more appreciation for the trades.
Key is an appropriate attitude.
Make it a desirable/respectable industry at all levels.
Need dedication and motivation on the apprentices' part.
No, they have to be interested to remain.
Program Approach
Break down in specializations.
Diversify training not specialize in one area.
Do not specialize; instead diversify training.
Expand high school training.
Get qualified and up-to-date teachers.
Getting students more interested/involved in the trades at the high school level.
High school programs, i.e., industrial arts and construction programs are gone from most schools. One in another county but none here.
Like the specialized training.
Look in the past for reasons of good recruitment of persons in trades and apply it now.
More on the job training before graduating from program.
More on the job training. More hands-on.
More on the job training/diversification; credit for time worked under those who are not accredited.
Most around here are trained in everything. Different areas are different. The Valley has some requirements for cabinets but most carpenters do everything.
Need more certified carpenters. Certify existing carpenters. If a journeyperson could take more than 1 apprentice at a time.
Need to have all modules; especially in a small community - diversity.
No, as a small company I think I could manage more than 1 apprentice at a time.
Specialized training is important.
Specialized training is the way to go.
Teaching the skills in high school; make wages more respectable.
Trade specialization is the way to go.
Upgrade skills all the time.
Would like the course to be longer.

**EMPLOYERS OF NON-APPRENTICE/NON-JOURNEYPerson CARPENTERS:
RECOMMENDED CHANGES IN THE APPRENTICESHIP TRAINING PROGRAM**

By profiling the person first, see if he/she is cut out to work in the industry.
Co-op education is best. Some learn with books, some just have to physically do.
Early education, start in high school.
Go to vocational school at Grade 9 not 12.
Have vocational schools brought back, specializing in trades training.
High school is important.
High school vocational training.
I would like to see training from manufactures to into the classroom. Carpenters, a lot of good ones that are not licensed.
Make known the availability of jobs.
Should leave vocational school start at Grade 9 where it's free. Increase more co-op education.
Start in high school, need to be more aware of trades, nothing to be ashamed of, we're not encouraging, awareness level for trades overall, painting, electrical, plumbing and carpentry, media telling kids to get away from rural communities.
Start them early in the trade.
Those interested need to try different classes of trades.
Training needs to be longer.
Wider selection of trades. Trades have suffered because of the IT industry.

**NON-APPRENTICE/NON-JOURNEYPerson CARPENTERS:
RECOMMENDED CHANGES IN THE APPRENTICESHIP TRAINING PROGRAM**

Communications

I don't know. I have no faith in the system.
Make the information gathering process easier. It was hard to get answers about the program and took too many phone calls. What would experienced carpenters need to do to be certified?
Course content/materials.
I already do the trades specialist work. Safety is the big issue today, making sure people are safe climbing, etc.
I go from floors to the top level. Vocational courses, training for working on rafters/codes. Courses don't cover siding so if they put the wrong size nail in it's ruined. Need focus from start to finish on siding, tension, spacing, level and finishing.
No courses available for drywaller finishing in Maritimes.

NON-APPRENTICE/NON-JOURNEYPERSON CARPENTERS: RECOMMENDED CHANGES IN THE APPRENTICESHIP TRAINING PROGRAM
Financial
Cost for program is \$9,000. They get paid \$10.00, which is not enough. Do something to eliminate the underground economy. Contractors need numbers, tied with building inspectors and permits. Cost me \$2,200 - \$2,400 to write exams. Underground economy is the biggest problem. I learned my trade from my father, no need to do the program.
If specialised, you will starve to death, we need to do it all. It's a long road to be a carpenter and we all need the knowledge and experience in everything.
None, wages could go up.
Offer more of the program locally and offer daycare while in school.
Should have to be sponsored so apprentice can get jobs when they complete programs. If a contractor is willing to sponsor an apprentice, then there should be an incentive.
We need an incentive to train in residential sector. Certification and training for personal satisfaction is how it is now and there is no monetary gain for those that are certified. Competing against someone totally untrained but totally legal. In NS you don't have to be a journeyman carpenter to have your own business. It's a real drawback and other trades are certified, why not carpentry?
Shorten training and better job placement with better pay.
Improved Supports
Apprentices need to be well informed. Hire them and then they leave you and go out West. We need to offer them something to keep them here, i.e., credits/incentives or other?
I would like to have a list of numbers and contact names of counsellors that do the hiring. I would like to see information mailed to me in regards to hiring apprentices, like numbers for counsellors. My counsellor went out into the field to find jobs for us. I wonder if they just have the young fellows fend for themselves now?
Other
I went to a meeting where we were talking about trying to bring a course here to Middleton. I would help out with teaching if they brought a course here.
I wouldn't stop working now to go to school, no recommendations.
Shut down Alberta!! More awareness of trades.
Professionalism
Don't need university to make a good living. Qualified carpenters should visit high schools and make them aware that everyone does not have to be an IT person to make a living.
Electricians and plumbers are certified, why not carpenters. Builders should be certified. We need more work. Young students are not sent in the right direction. Also hard to get into the working business as an entrepreneur. Too much work under the table. Safety programming is OK.

**NON-APPRENTICE/NON-JOURNEYPERSON CARPENTERS:
RECOMMENDED CHANGES IN THE APPRENTICESHIP TRAINING PROGRAM**

Get into a union to get that. But if they could get out of union would be good. Unions have benefits and cons. More money in unions.

Governing body to issue license and make it necessary for carpenters to be licensed to work. It would eliminate the underground economy.

Lot to do with the certification of trade. People with time on their hands can get certified.

Most carpenters here aren't paid well and do sloppy work.

People need to be well rounded with good qualifications, leadership trade person. Young people look at what training is required and what is the reward, quality of life etc. for their effort. Train more. Pay more. Certify carpenters. There are too many people working at carpentry that are not trained or certified. Specialize in one area, can be a good thing. But it is important to become a full carpenter.

Problem with apprentices is that after training they leave to go where the bigger money is. No loyalty to the person who trains them; they just go. Don't have enough people in the trades.

Problem: Everything becomes specialized and don't know other areas of carpentry that they need to know and it's not a challenging for workers. Problem: Owners of companies do not want a good worker. Example, brother is specialized in framing but is certified carpenter. He does not want his workers to think about other areas. Thus, so many people don't want people to expand their knowledge.

Should have the experience. Should have to be licensed. Unlicensed carpenters ruin it for everyone else. People don't trust because there are too many fly-by-night carpenters that are not trained or licensed.

Yes! Government control, license required to be "a carpenter" and we should get pay for job in classroom.

Program Approach

It should be more practical. Some people are good on the books but that doesn't mean they are good at being a carpenter?

A year+ in classroom before going out on the job to practices.

Break trades into carpenters, two different categories. Take longer to train carpenters. Don't call them carpenters if they cannot do all the skills. Need a full range of school skills. I need carpenters, skilled in everything.

Like to see modularization training, current students are not trained properly.

Mentors should train in more than one area. I am a Red Seal carpenter and if I take on an apprentice, I can only take one at a time whereas a union can sign off a dozen if they want. If a contractor has a Red Seal they should be able to take 2 or 3 apprentices.

More classroom training and more hours needed in the field. I don't want a carpenter (again) who doesn't know how to use a power tool.

More hands-on training as opposed to classroom.

**NON-APPRENTICE/NON-JOURNEYPerson CARPENTERS:
RECOMMENDED CHANGES IN THE APPRENTICESHIP TRAINING PROGRAM**

More practical experience for apprenticeship programs. People become specialised but need to work in the industry to be good.

Need to do everything around here. It's up to the individual's interest. Some cannot do the theoretical but can do the practical well.

Nothing like hands-on work. Students can have theory but need the practical to be good at carpentry. We need young people in our trade. Don't push students through these specializations. Students need more hands-on. A lot of carpenters don't know how to put drywall on. Apprentices need mentors. There is not enough teaching for these students. There is not enough money for the trainers. It takes a lot of time to train an apprentice.

Now all they have to do is read books and write a test. They should have to practice and show what they can do.

On the job is the best training. Hard to get the training in school. Give contractors a chance to train apprentices. School is only good for the basics.

On the job training is best. We need the school for the basics but hands-on is the best way.

Problem in this area is that you could not get a job with only one of these modules. If you continued to live in this area you would need to have everything. Only can do modules in big city.

Reduce apprenticeship hours required.

School and practical is best. Need school for theory. If apprentices want to do the 5 week course, employers say they cannot do without them but it is good for the apprentices to do these courses. Classroom learning/Internet can really be useful if given along with practical. Specialization only works in larger centres.

Should be another way to become certified, not easy to find journeyperson to be your mentor. City does not pay as much, there is more money here than in the city and in the city there is competition and businesses under cut each other.

Should be trained in all areas of carpentry.

Should have trade specialization. Send people into schools to promote trades. Get students thinking at a younger age. Introduction for students at a younger age. Regarding modularization - work in trade, should have full knowledge of the whole envelope of house and then specialize.

Start students earlier in trades. Then students decided what they wanted to do. Make up your mind what you want to do. I did academic along with practical.

Students need to know all aspects of carpentry to be effective. The availability; should be able to get in when you want/need too. Training is only offered in Halifax so it is needs to be decentralized, accessible to everyone.

Target the experienced guys. These carpenters might like modularized training if they are currently doing one type of work.

Way more field work, less school time.

**NON-APPRENTICE/NON-JOURNEYPerson CARPENTERS:
RECOMMENDED CHANGES IN THE APPRENTICESHIP TRAINING PROGRAM**

You will never survive in this area without knowing how to do all the carpentry tasks for building an entire house. Need to be more emphasis on practical. It is easy to read a book but need to do it to know how to do carpentry.

Status Quo

No, good as it is.

Training program is very good. Students need strong math skills.

We need more people in the trades. Otherwise things are going OK.