

# manitoba School Counsellor

fall 2013



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- The on-going journey of Manitoba's anti-bullying bill – Bill 18
- Helping students cope with loss
- Baby boomer retirements open doors for opportunities

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# MSCA president's message

## Charu Gupta, M.Sc., M.Ed, CCC



I am looking forward to 2013 – 2014 as the president of the Manitoba School Counsellors' Association (MSCA). Last year I had the opportunity to work with Carla Bennett as the MSCA president and her enthusiasm and commitment encouraged me to join the MSCA executive. Even though I will miss Carla's presence, I can say with delight that Carla will not be able to join us as past president as she is home with her new baby girl. I, on behalf of the MSCA executive, would like to wish her all the best.

I would like to acknowledge Joëlle Émond from the bottom of my heart as she has agreed to serve as past president for the second year. Joëlle, your ceaseless devotion to MSCA is immeasurable. Thank you for guiding me in my voyage. I also want to extend very warm wishes to Joëlle as she will be known to all of us as Mrs. Joëlle Émond in the fall. Congratulations on your wedding, Joëlle!

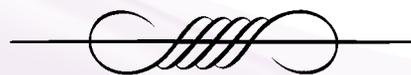
MSCA board meetings will continue to have the free one-hour professional development sessions. Counsellors are encouraged to continue their learning as professionals. Please visit the MSCA webpage for dates and location of board meetings at [www.msca.mb.ca/](http://www.msca.mb.ca/).

School counsellors enhance students' development by empowering students toward positive change. Students face many challenges that may interfere with their education and school counsellors provide appropriate interventions to assist students with their problems and facilitate learning. I encourage you to be a part of MSCA and join us at our board meetings. You will get an opportunity to network with others, empower your learning through free PD sessions, and enjoy some delicious food.

SAGE 2013 looks very stimulating as Dr. Danie Beaulieu will lead us through a full-day session on impact therapy and present us with more than 30 creative strategies. School counsellors, teachers, and other school staff can use these strategies to improve their students' self-esteem, increase motivation, and to acquire personal, social, and emotional skills.

Lastly, I would like to leave you all with one final thought by Mother Theresa; *Kind words can be short and easy to speak, but their echoes are truly endless.*

That's what *you* all do. Keep up with all the kind words for our students. Thank you! ✍️



*“Kind words can be short and easy to speak, but their echoes are truly endless”.*

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# MSCA scholarship award recipients



*Joëlle Émond brings greetings from past president Carla Bennett who was unable to attend as she was in the hospital having her first child. Congratulations, Carla!*

The Manitoba School Counsellors' Association had their annual general meeting on April 24, 2013 at Pineridge Hollow restaurant in Garson, Manitoba. The Manitoba School Counsellors' Association offers scholarships to members who wish to upgrade their counseling qualifications.

## **Conditions of eligibility**

1. The major criterion in determining the award is academic excellence. Professional and academic references will also be considered.
2. The applicant must be a current member of the Manitoba School Counsellors' Association.
3. The award is to be used to help with the cost of full or part-time counsellor education programs at the post-bacca-

laureate or masters level.

4. In the case of two or more students applying, greater consideration will be given to those in the final phases of their program of study.
5. The scholarship will be granted for courses to be taken in the 10-month period following the April application deadline.
6. Applicants may receive the scholarship award only once during their counsellor education program.
7. Proof of registration will be required prior to the disbursement of the award.

**If you would like to nominate a counsellor in your school or school division, please contact the MSCA awards chairperson or the current president.**



*Joëlle Émond delivering her outgoing president's message.*

Awards Chair, MSCA  
c/o Manitoba Teachers' Society  
191 Harcourt Street  
Winnipeg, Manitoba R3J 3H2

**The deadline for applications will be April 20<sup>th</sup> each year.**



*MSCA president Charu Gupta.*



Carolynne Pitura (left) with scholarship award winner Carly Ross.



Scholarship winner Kim Burgess (left) with Carolynne Pitura.



Carolynne Pitura, awards chairperson.

## MSCA SCHOLARSHIP AWARD RECIPIENTS

### Kimberley Burgess

Kim is a guidance counsellor at Tanner's Crossing School in Minnedosa. She began her counsellor education program in 2006 and is presently in her last few courses to complete a 54 credit masters degree program at Brandon University. She is a committed professional who continues to learn through attending workshops, specialized training, and professional development seminars. She is a part of the Manitoba Rural Learning Consortium where she contributes to the continuing development of the counseling profession in Manitoba.

### Carly Ross

Carly is enrolled in the University of Winnipeg's post-baccalaureate program in school counselling. While at the beginning of the program, she has strived for academic excellence in all her courses. She is currently a teacher at Lockport School in the Lord Selkirk School Division. Here, Carly is actively engaged in the school community and she strives to make a personal connection with all students. All the best in your continuing studies.

### Brett Both

Brett is pursuing her post-baccalaureate diploma in education at The University of Winnipeg. She is currently

a full-time counsellor at Ecole Edward Schreyer School. Brett strives to foster and maintain relationships based on honesty, empathy, and understanding, and she is a committed professional and

a caring listener. She is mid-way through her degree and she works diligently to contribute to the school counselling program. Congratulations on this most deserving scholarship. 📌

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# Reacceptance for all

## *The on-going journey of Manitoba's anti-bullying bill, Bill 18*

BY JILLIAN MITCHELL



*Minister of Education Nancy Allan.*



*CFS Manitoba chairperson Bilan Arte.*

Fifteen-year-old Amanda Todd's story of struggle, bullying, and self-harm was heard across the world. The B.C. resident, who presented her story on YouTube, was the victim of continual cyber-bullying that ultimately led to her suicide in 2012 – a testament that the Internet has changed the face of bullying, indefinitely.

Todd's story was the impetus behind Manitoba's anti-bullying Bill 18, as put forth by Minister of Education Nancy Allan. Presented in January 2013, the pending bill known as the "Safe and Inclusive Schools Act" focuses on securing safe learning environments for all school children.

Of course, new legislation is characteristically met with opposition. Up first, the definition of "bullying" in Bill 18. To that, Allan assures that in drafting this definition, "we looked at best practices across the country and consulted with education partners and experts in the field, as bullying can take many forms and can include serious emotional harm; it is essential for our definition to address this reality." In this manner, the bill addresses both in-person and cyber-bullying (the parents are deemed at fault should in-home cyber-bullying go unaddressed).

Subsequently, the bill has also triggered criticism from select religious groups, who argue the legislation is "top-down, one-size-fits-all, heavy-handed and has little regard for local initiatives," and that "its requirement that schools allow student-formed gay-straight alliances impinges on religious freedoms." Once again, Allan addresses this concern matter-of-factly, stressing the importance of understanding that Bill 18 is "inclusive of all students" and that "we have a responsibility to ensure

all students feel safe in school because we know that kids cannot learn when they are the targets of bullying and harassment." As the minister suggests, a "gay-straight alliance can change the culture of a school and save lives."

Indeed, the bill is receiving much interprovincial encouragement – and the Red River Valley School Division is content to voice their support. As school superintendent & CEO Pauline Lafond-Bouchard reveals, work on divisional policy integrating the bill's legislation will begin in 2014. A division-wide school program addressing technological responsibility will also be initiated this year.

"As educators our goal is to provide a safe learning environment for all children. In education we teach respect of others – and this means respecting everyone. The rights for LGBTQ students are the same as the rights for any student, and we will continue to support all our students. This bill just reinforces what we've been doing in our schools," she says, further stressing the importance of the parent-school partnership in the issue of cyber-bullying.

Though the bill's legislation does not require certain initiatives be set up by schools, it does enable and protect students' rights to organize around issues of identity. Manitoba chairperson of the Canadian Federation of Students (CFS), Bilan Arte, is another supporter of the bill, which she cites as "far from top-down."

"Bill 18 certainly does not resolve all safety and discrimination issues in our schools, but it does provide an important step in the right direction towards addressing what is already a very





# School counsellor grief

## *Helping children deal with tragedy*

BY JON WALDMAN

Dealing with loss, at any age, is not any easy proposition. Whether it's a close loved one or someone whom you see in your everyday life, the notion that they are no longer with you is disheartening and can be difficult to deal with.

Now imagine what it would be like to have to face this scenario head on in childhood or adolescence. It's an unfortunate reality, but a reality nonetheless – because of a child or teen's young age, an individual who passes on may very well have been with them their entire lives. At a time where their emotional development is very sensitive, it's important that grief is handled appropriately, both on and off school grounds. It is also vital to recognize that the grieving process doesn't shut off for the hours in school.

Thus, it's essential for there to be consistency in the technique for dealing with grief, as Dr. Cathy Moser, a clinical psychologist with Winnipeg's Dr. Cathy Moser and Associates, explains. In talking about the different scenarios, Dr. Moser notes that if a particular method is being employed by the parents, it should be carried through.

"If the counsellor is talking to an individual child, sometimes it's good to know what framework the parents are using to talk through the grief, be it a spiritual approach for example, so that they can be

consistent. The spiritual explanations are often very helpful for a child. You just don't want the parents to be put off by the counsellor talking about the person being with God, if they aren't using a spiritual type of explanation in discussions with their child."

Having that familial element in the school, Dr. Moser adds, can be a further aid when a child is at school.

"It's helpful if there are siblings in the school, to also have them in the counsellor's office so they can be supportive of one another," she says. "Offer opportunities for the children to meet with their siblings at school or in a quiet place if they want, or have support from them in the counsellor's office or with a friend."

Unfortunately, as we have seen in recent years, grief doesn't always tie to a relative or someone outside a school community; it can take shape within a school itself. First awoken by the tragedy at Columbine over a decade ago and since seen in schools across North America (including in Manitoba), students and educators are unfortunately the victims of violence that can rip into a close scholastic community. Here, working with a large number of students experiencing grief can be a challenge, but there still must be individual care and consultation.

"When the crisis happens, it's important to find out from parents what they've told their children, because in some cases they [children] haven't been informed about what has occurred," Dr. Moser explains. "It's good to talk in a group setting if possible; but then, if someone is in distress, it's important to always offer the option to meet privately with a counsellor."

Through it all, the most important thing for a counsellor to recognize is that the grieving process is not complete within a week – it takes a long time for a child to cope with their loss. Thus, it's important to be consistently aware of the student's behaviour and any indicators that they may be in distress, even after a formal mourning period has finished.

"The grieving process isn't complete for a couple years; it waxes and wanes," Dr. Moser explains. "So it's always good for the counsellor to leave the door open and touch base, even to say, 'come by my office Friday at 3 p.m. for a Jolly Rancher or a quick hello,' and check in that way; and also to alert the teacher that if they notice the child is a little more emotional, irritable, or quiet than normal to send them to your office or ask the counsellor to check in on them." ✍



# Introducing the Chartered Professional Accountant (CPA) designation



The Canadian accounting landscape is undergoing significant change. Once a realm for three separate designations, the desire for unification began to sweep across the nation. Discussions to unite the profession under the Chartered Professional Accountant (CPA) designation began two years ago across the various provincial accounting bodies representing the three Canadian professional accounting designations – Chartered Accountant (CA), Certified General Accountant (CGA) and Certified Management Accountant (CMA). In our province, CA and CMA Manitoba have agreed to merge and establish CPA.

The vision of the new CPA designation is to be the preeminent internationally recognized Canadian accounting and business credential that best protects and serves the public interest. CPA will be the largest accounting designation in Canada with organizations representing almost 90 per cent of Canada’s profes-

sional accountants being committed to the unification.

A new certification program that is nationally developed and regionally delivered will provide the foundation for the vision of CPA. It builds on the best of existing education programs, creating a challenging and rigorous certification process that meets the needs of today’s business environment.

To qualify for the new CPA Professional Education Program (CPA PEP), academic prerequisites of an undergraduate degree with specific subject area coverage or study in the graduate level CPA Prerequisite Education Program (CPA PREP) is required. CPA PREP is a module-based program for those that have an undergraduate degree in a discipline other than accounting and lack some or all of the prerequisite courses required to qualify for CPA PEP.

The CPA PEP program is delivered on a part-time basis and consists of six

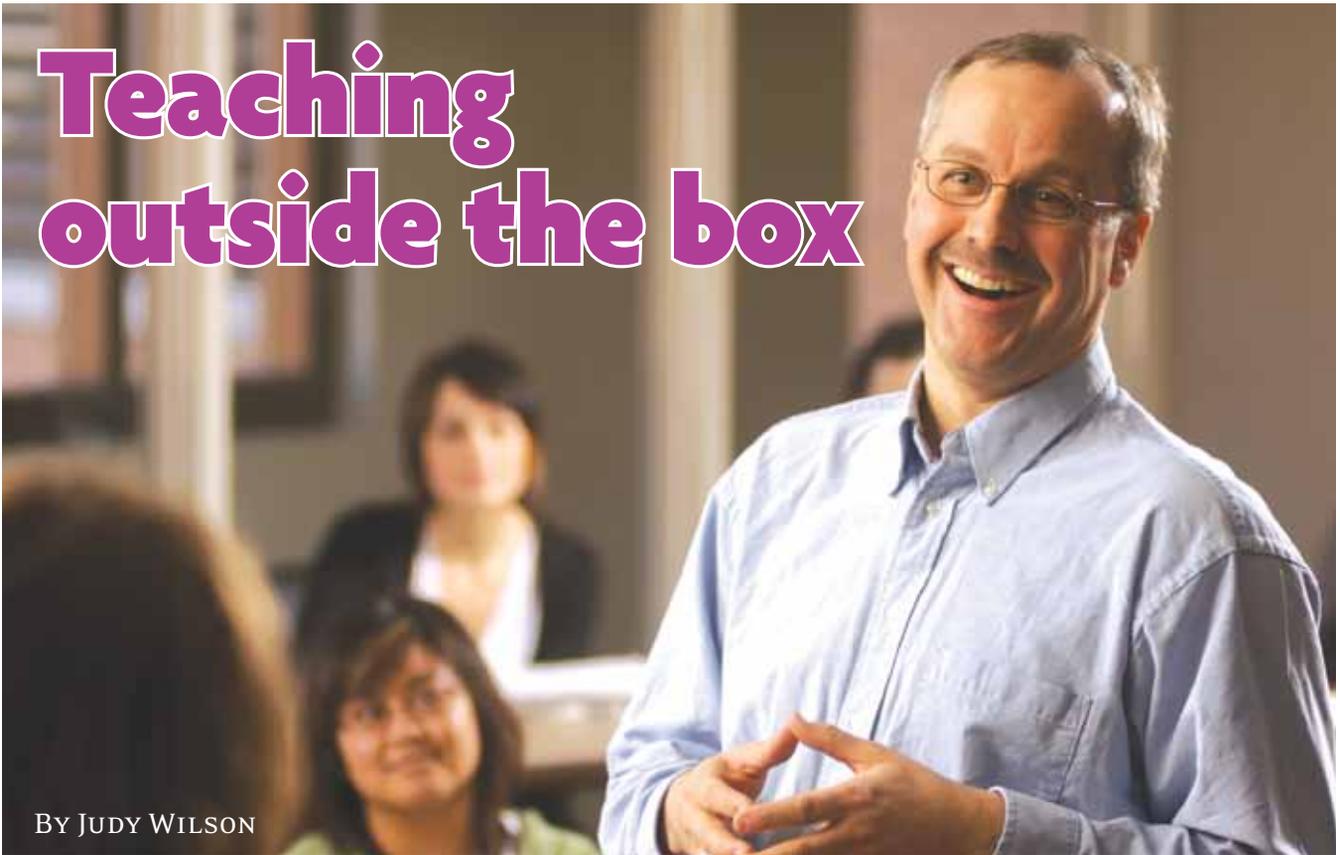
modules which are completed while obtaining relevant work experience in a full-time related accounting or finance position. An opportunity to develop deeper skills in a particular area of interest such as public accounting or management accounting is available through the selection of two elective modules.

For high school students who are looking for an exciting and rewarding career in accounting with interesting and varied opportunities, the best advice is to pursue an undergraduate degree or a college diploma program that can bridge into a university degree. By pursuing an undergraduate degree with an accounting major, it will provide the most direct path into the CPA PEP after graduation.

To learn more about CPA in Manitoba, please visit [go.CPAMB.ca](http://go.CPAMB.ca). For inquiries related to receiving CPA brochure copies or for a classroom presentation, please contact [info@cpamb.ca](mailto:info@cpamb.ca).



# Teaching outside the box



BY JUDY WILSON

What do a dollhouse, a Plinko game, and a plastic two-headed dragon have in common?

In the hands of Dr. Reg Litz, a professor of business administration at the University of Manitoba's Asper School of Business, they are specialized tools, perfectly suited to bringing abstract business concepts to life for his students.

"I often tell my students the real exam – that is, the real measure of what they've learned – doesn't happen, indeed can't happen, in the classroom," says Litz. "Evidence of what they've really learned happens 'out there', in daily practice, and the exam typically lasts not two hours at the end of the semester, but three to four decades over the course of a lifetime."

And what his students *really* learn in his classes is how to figure things out for themselves, think critically and creatively, trust in their own knowledge, and

find imaginative solutions to puzzles and challenges.

Success in an increasingly global, competitive and complex business world requires nothing less – whether his students choose to start up their own businesses or pursue careers in an organization of any shape or size.

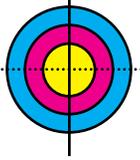
In 2006, the *Maclean's Guide to Universities* listed Litz as one of the U of M's most popular profs. He's the recipient of five University of Manitoba Faculty Association Merit Awards for Teaching, and this year he received the distinguished Innovation Course Award from the Canadian Council for Small Business & Entrepreneurship.

One reason for Litz's popularity and acclaim is his talent for innovative course design. Even the names of some of his undergraduate courses for students pursuing a bachelor of commerce (honours)

degree have a way of standing out from the crowd.

Social entrepreneurship, for example, focuses on how entrepreneurial energy can make the world a better place. Another course shows students how to realize their entrepreneurial potential by studying award-winning, high-profile entrepreneurs such as Richard Branson, Martha Stewart, and Howard Schultz.

His courses are practical, too. Before graduating from Asper in the spring of 2013, entrepreneurship major Michael Del Buono took Litz's course in small business management. "Many of the case studies we looked at in class focused on the restaurant and hospitality industries," he says. "I learned a lot about the common pitfalls small business owners run into, which has proven invaluable as I work towards opening my own restaurant."



Elena Roussak, another entrepreneurship major and recent graduate, enrolled in Litz’s course on family business management. “I learned a great deal about how relationships and communication affect a business,” she says, “whether it’s a family business or not.”

Oh – and about that dollhouse, Plinko game and dragon? Del Buono explains:

“Reg usually begins class by bringing in random items – toys and other objects – that tie in metaphorically with the day’s lesson. During the first class or two, he usually gets a few weird looks, but after a couple of weeks you could sense the anticipation building as we waited in silence for Reg to pull yet another mysterious but meaningful relic out from under his desk.”

Del Buono was so impressed by Litz’s teaching style that he enrolled in his course on entrepreneurship as a tool of liberation and oppression. The course compares small businesses that use entrepreneurship as a force for good, such as Habitat for Humanity and Ten Thousand Villages, to those that use business principles for evil, such as arms smugglers and human trafficking.

“What I learned is that no matter what industry you’re in, there is always a way to integrate social responsibility into your business model.”

Rather than simply instructing students, says Roussak, Dr. Litz prompts them to use their own judgment and life experiences to analyze scenarios and interpret the material. He brings in special guests, including well-respected psychiatrists, authors, and presidents of Canadian businesses, to help students build meaningful connections between class lessons and real-life experiences.

One guest speaker who stood out for Roussak was Bob Tallman, president of Princess Auto.

“At first, I had a tough time trying to understand why this busy man took the



*Reg Litz is known for his unorthodox, but highly popular teaching style. Here, he uses a Playskool toy to demonstrate why it’s important for entrepreneurs and family business owners to identify the pieces of a system and how they relate to one another.*

time out of his day to open up completely about his experiences and private struggles – but then it clicked. Somehow, just as he did with his students and the other guest speakers, Litz gave this man two things: an opportunity to reflect on his actions, and an audience that would listen to his story. I started thinking about how rarely most of us get such an opportunity. Maybe the key to unlocking one’s potential is as simple as feeling like you are being heard, respected, and understood. And that’s what Dr. Litz does for us each time we sit in his class.”

Litz says the philosophy behind his teaching style is simple: “Speak less, and

listen more” – a lesson he learned from one of his own teachers, the late Asper prof Dr. Ross Henderson.

“Dr. Henderson was a master of asking students questions, and giving them time to connect the dots, make the discovery, and respond. Sometimes the best thing we as teachers can do is ask, rather than tell.”

*Judy Wilson is the director of marketing & communications at the Asper School of Business at the University of Manitoba. She can be reached [judy.wilson@ad.umanitoba.ca](mailto:judy.wilson@ad.umanitoba.ca) or 204-474-8960.*



# The benefit of a liberal arts education in today's world

There has been a lot of media attention recently on liberal arts in post-secondary schooling, and the value of such an education in today's world. Over the years, universities and colleges have developed specialized programs specific to different career paths, all theoretically designed to prepare one with the requisite skills to seamlessly merge into the workforce upon graduation.

So, why should students study history, literature, philosophy, theology, or music? Why should they study any subject that does not train them for one specific job? Why study biology when they will never be a scientist? Why study logic when they want to go into business?

How can students possibly justify the tuition expense?

The skills acquired through a liberal arts education are still as useful as ever, and are in short supply. According to a July 2012 survey by Harris Interactive, today's employers are seeking employees with global awareness, critical thinking skills, problem-solving abilities, and interpersonal skills.

Sharp and nimble thinking, effective communication, research and writing, the ability to create content—all are skills developed and honed through a liberal arts education.

Further, a January 2013 survey of 320 business leaders by the Association

of American Colleges and Universities found that 74 per cent said they would recommend a 21<sup>st</sup>-century liberal arts education in order to create a more dynamic worker. Many employers report these skills are at the top of their list for hiring.

While many vocational training programs do an incredible job of preparing graduates for a particular field or career, a liberal arts education creates lifelong learners. The mission of a liberal arts education is to exercise the mind through the study of the arts and sciences.

This intellectual cross training allows students to excel in critical thinking, interdisciplinary and integrative approach-



es to problem solving, team building, and management skills.

Practically speaking, it may be very difficult for a company to train for the jobs they'll have in a few years, because those jobs might not even exist yet. However, employees can learn essential skills that allow them to adapt quickly as knowledge expands and the world changes. Liberal arts majors are well equipped to do that.

Graduates with a variety of majors, based on a liberal arts core, succeed as CEOs and business leaders. Many people are surprised to learn that Steve Forbes was a history major, or that Michael Eisner studied English and theatre. Passion and success in business are not limited only to business majors. For every business leader who did not complete a higher education degree, you can find several who did – and are taking their companies in new directions.

If students are shying away from a lib-

eral arts education because they think they need training in specific skills to get a job, they may be mistaken. A liberal arts education provides tangible, practical skills that employers value highly.

The lifelong learning skills honed by

a liberal arts education empower graduates to pursue a variety of interests and careers – and possibly, second careers.

Meanwhile, the underlying knowledge, skills, and abilities fostered by the liberal arts are always relevant. ✍️

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# Electrify your summer with Manitoba Hydro



BY CHRISTIAN TORFASON

Manitoba Hydro's Summer Student Program has really helped shape my professional career, while at the same time furthering my academic knowledge. The opportunity to learn workforce skills that I can take into my university classroom is unparalleled by other companies.

The deadline to apply for summer employment is the end of January each year. However, the earlier you submit your resume to [summerstudent@hydro.mb.ca](mailto:summerstudent@hydro.mb.ca), the more you increase your chances of filling one of the approximate 350 positions available. Manitoba Hydro works with students to schedule interviews around the students' class schedule. In addition to submitting your resume by email, you must also register with STEP Services at [www.studentjobs.gov.mb.ca](http://www.studentjobs.gov.mb.ca). Manitoba Hydro maintains a relationship

with previous summer students and often receives requests from supervisors to rehire these students, which reduces the stress involved in the job search, allowing me to focus on school.

There is an assortment of jobs available at Manitoba Hydro for a variety of majors as well.

**Opportunities available include:**

Engineering	Information technology
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I am currently working in the recruitment and diversity department and have been for the past two years. My experiences here have included working with an access database – which I learned about in school – to attending career

fairs. A recent career fair I worked at was the Construction Career Expo, which showcases a variety of trade jobs. Each booth provided an opportunity to learn more about a specific trade by offering a hands-on activity for students to participate in. While attending these career fairs, I have had the privilege of sharing my Manitoba Hydro experience, while answering questions from potential future employees. It is truly rewarding to help shape a young student's career path.

Manitoba Hydro also provides some unique benefits, even for students. One of the benefits that is highly regarded is their nine-day work schedule. This type of schedule means that you work an additional half-hour every day and then you receive almost every second Monday off. This ensures you still get as many hours



as you would at any other company, but now you get the additional benefit of having a three-day weekend every other week. Other benefits include discounted bus passes and event tickets, such as Winnipeg Blue Bomber tickets, Hydro Fit exercise classes, an ergonomic workplace, and competitive wages.

One of my favourite benefits of working with Manitoba Hydro is their excellent training. Through helpful coworkers, my knowledge of Microsoft Access has increased my overall understanding of databases. The challenging and fulfilling work has definitely helped shape me as a prospective employee.

Manitoba Hydro helps groom you for the workforce, and in fact, better prepares you for the classroom. You don't work for them, you work with them. They help cater to your needs, all the while furthering the company's own goals. Manitoba Hydro is a fantastic employer, as seen by their multiple workforce awards. I would recommend and encourage every student to apply for summer employment with Manitoba Hydro.

# Manitoba Hydro



Christian (Right) participating in the festivities in the Student's Business Day of Learning.

## Summer Student Program application process

1. Email your resume and cover letter to: [summerstudent@hydro.mb.ca](mailto:summerstudent@hydro.mb.ca).

We support employment equity.

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- Person with a disability
- Female

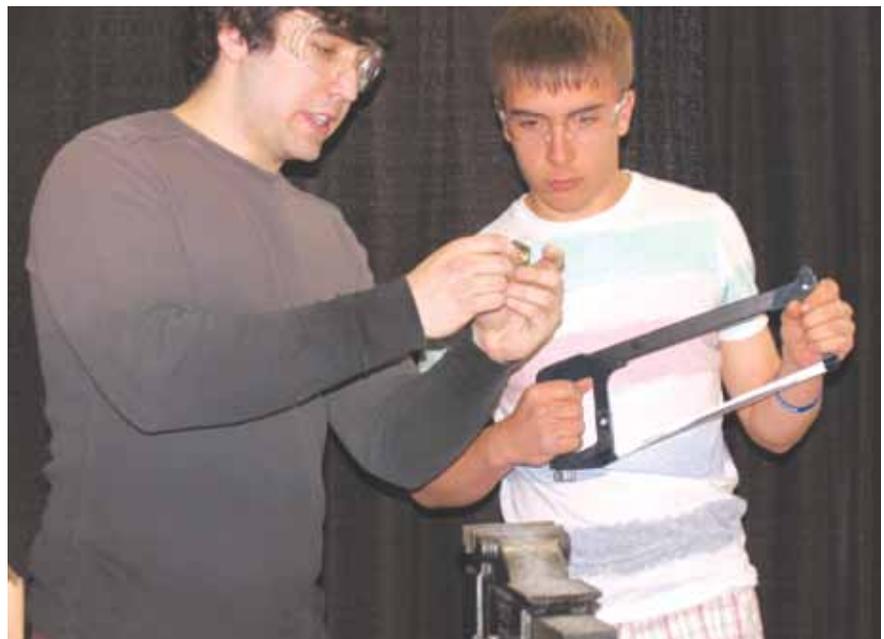
2. Register with STEP Services at:

[www.studentjobs.gov.mb.ca](http://www.studentjobs.gov.mb.ca)

For more information, visit:

[www.hydro.mb.ca/careers](http://www.hydro.mb.ca/careers)

Christian Torfason is a second year summer student in the Manitoba Hydro recruitment and diversity department. 📧



Christian (Left) coaching a student on how to use a handsaw at the Construction Career Expo.



# Wanted: skilled trades workers

## Baby boomer retirements open doors to opportunity

With research studies and news headlines heralding increasing numbers of university grads out of work before they even begin, the current economic climate favours a career in the skilled trades. It is projected that within the next five years, as more and more baby boomers retire, there will be more work in the skilled trades than there will be workers, making the trades a promising path for career seekers.

One way to become certified in a designated trade is through apprenticeship training. Apprenticeship Manitoba offers more than 50 trade certification programs, the majority providing Red Seal-endorsed certification recognized across Canada.

### Earn while you learn

The average apprenticeship program takes approximately three to four years to complete. An apprentice spends about 80 per cent of that time working under the instruction of a journeyman/designated trainer. The remaining 20 per cent of the time involves in-class learning through an apprenticeship training partner. This allows apprentices to earn an income while they learn. Apprentices can start an apprenticeship while in high school or as a post-secondary student, and at any time throughout the year with no waiting lists and minimal cost.

### Grants and incentives

Choosing to pursue a career in the skilled trades means access to various grants and incentives, too. Among those available are:

- **Apprenticeship Incentive Grant**

Apprentices who have successfully completed their first and/or second level in good standing in a Red Seal trade are eligible to apply for this \$1,000 taxable grant to help them continue their training.

- **Apprenticeship Completion Grant**

Apprentices who complete their certi-

fication in a Red Seal trade are eligible to apply for this \$2,000 grant.

- **Tradesperson's Tools Deduction**

An employed tradesperson can deduct up to \$500 annually to help cover the cost of new tools necessary to the trade in which he or she works. This tax deduction applies to eligible tool costs of \$1,000 or more.

- **High School Apprenticeship Program (HSAP) Incentive**

HSAP apprentices are eligible for help to offset tuition costs for full-time, post-secondary apprenticeship train-





ing. For every 220 hours of on-the-job training completed by a high school apprentice, the apprentice is granted a tuition exemption for one level of in-school training in Manitoba, up to four levels (maximum 880 hours).

• **Tuition Fee Income Tax Rebate**

Apprentice graduates are eligible for a 60 per cent provincial income tax rebate on eligible tuition fees. This includes personal contributions, as well as tuition fee contributions paid by the provincial government.

The Tuition Fee Income Tax Rebate helps to support recently certified journeypersons living and working in Manitoba. Most claimants are allowed an annual tax deduction equal to 10 per cent of the original tuition total (unless the Manitoba tax owed is less than that amount). The maximum annual benefit is \$2,500.

• **Journeyperson Business Start Program**

Under this new program, recently certified apprentice graduates (journeypersons) in rural Manitoba are eligible for a grant of up to \$2,500 to help cover the cost of starting their own full-time, trade-related business.

For more information about apprenticeship training programs in Manitoba, visit Apprenticeship Manitoba at [manitoba.ca/tradecareers](http://manitoba.ca/tradecareers).

**I always wanted to travel. Now I see the world on the planes I helped build.**

**Highly sought after skills. On-the-job training. Great wages.**

Becoming an Apprentice is the first step to a career in skilled trades that can put you in demand. You'll even get paid while you learn on the job. And in some cases, your tuition costs may even be covered.

Find out how a skilled trade can create unlimited opportunities for you.

Visit [manitoba.ca/tradecareers](http://manitoba.ca/tradecareers).

**Apprenticeship Manitoba**

**Manitoba** 



**Discover** how The University of Winnipeg (UWinnipeg) offers students more educational opportunities.

A recent partnership with Winnipeg Technical College (WTC) will provide students with seamless educational pathways between certificates, diplomas, and degree programs. It also means students benefit from the best of both educational worlds: applied learning and critical thinking. By taking a joint program offered by UWinnipeg and WTC, such as Restaurant & Food Services Entrepreneurship or the Network Security Diploma or the Connecting Aboriginals to Manufacturing program, students discover the potential benefit of the university and college experience.

**Achieve** success at a university dedicated to the student's academic future.

The Faculty of Kinesiology at UWinnipeg is rapidly becoming a choice destination for students interested in pursuing future careers in athletic therapy, coach-

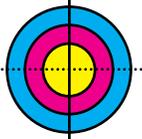
ing, sport administration, or as physical education teachers. The faculty combines our kinesiology and applied health academic department and the athletics department, and creates new opportunities for enhanced teaching, research, programs, and community engagement. New this year, the faculty is proud to announce the renaming of their degree programs. Students will now graduate with either a bachelor of physical and health education (BPHE three-year degree), which will prepare students for teaching in the school system, or a bachelor of kinesiology (BKin four-year degree) designed to prepare the student wishing to pursue a non-science career path in kinesiology.

BPHE, BKin, and all future students will also be excited to take full advantage of the upcoming new UNITED Health and RecPlex, which will include a new health, wellness, and healing centre. Health services will be open to students

and inner-city residents and will include a clinic, athletic therapy centre, as well as a pharmacy. Dr. Joel Kettner, former chief public health officer of Manitoba, will also add his breadth of experience in public health to help develop programming in the new facility, with a focus on illness and injury prevention, wellness promotion, and health care for students and youth.

**Belong** to a university community like no other. We think our students say it best:





“With professors that are knowledgeable and still involved in their craft, the UWinnipeg theatre program has really helped me grow as a performer and an individual—fueling each moment with dedication and passion,” says Hope Figueroa, fourth-year education student, major in theatre & film.

“As a science student I am grateful for the environment in which I am learning, where I have access to research equipment. The quality of teaching is equipping me well for a career in health care,” says Sneha Anchan, third-year biology major.

We have a strong track record of producing exceptional graduates who are making an impact and creating positive change around the world. We are committed to creating a student’s experience like no other and it shows. ✍️



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# Career development department helps with student success

September is a busy time for many people, as it often means the start of a new school year. At the Herzing College

Winnipeg campus we see a variety of students walk through our doors; high school graduates, mature students, par-

ents and single parents, and newcomers to Canada. A common goal shared by all of our students is to find employment after they graduate.

All of the programs that we offer at Herzing Winnipeg, in business, health-care and technology, are one year or less diploma programs, career driven and dictated by the local job market demands. We are very proud that in 2012 88 per cent of our available graduates were employed in a related field! Our career development department assists our students with their employment process in many different ways.

## **In school**

Many of our programs feature a career development class where students will prepare themselves with the tools



*Herzing Winnipeg career development team.*



needed to enter the workforce. We assist students with resume writing, interview skills, cover letters and more. We incorporate our P.R.I.C.E. model (Professionalism, Respect, Integrity, Caring, and Engagement) into all student activity/interaction. This model was developed by the Herzing Institution in an effort to create a well-rounded, professional student. We provide our students with the technical skills required for their career and the real-life professional skills needed to be a successful employee.

### Internship

Each student is assigned a specific member of our career development team to find an internship that best suits their education and training. Internship lengths vary, depending on the program, but most are between four to eight weeks. Internships are a key component of our programs, as they provide students with hands-on training and real-life experience in their field. The internship provides them with an opportunity to learn outside of the classroom and create connections and networks within their industry. Herzing has excellent relationships with leading companies and organizations in the healthcare, business, technology, and media fields. Many of our students are hired by their internship hosts, even prior to graduation.

### Employment

Our career development team works with students and provides them with any resources or assistance needed to successfully find employment in a related field. Herzing offers continued support to our graduates for the duration of their career.

### Programs

**Business:** Accounting and Payroll Administrator, Administrative Assistant, Business Administration, Legal Assistant/Secretary

**Healthcare:** Clinic Office Assistant, Community Support Worker, Health Care Aide, Medical Lab Assistant, Pharmacy Technician

**Technology:** Computer Network Technology

**Media:** Radio & Television Broadcasting

If students would like to meet with

one of our admissions advisors and find out how they can get started on their new career now, please call Herzing College at 204-789-8025 to schedule an appointment. You can visit our website – [www.herzing.ca/winnipeg](http://www.herzing.ca/winnipeg), or find out more about our campus, find us on Facebook at [www.facebook.com/herzingwinnipeg](http://www.facebook.com/herzingwinnipeg).

## Earn Your Diploma in 1 year or less



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# Red River College gives grads a competitive edge



It may have started off as a vocational training centre, but Red River College (RRC) has come a long way since those early days. Now poised to mark its milestone 75th anniversary, RRC offers more options than ever to those seeking success in their careers.

With a diverse array of programs and courses — in such fields as health, business, I.T., engineering, creative arts, and trades and transportation technologies — the college remains committed to keeping step with both student and industry demands, serving as not just a fertile training ground, but also a steady contributor to the local economy.

The province's largest institute of applied learning, RRC gives its graduates a competitive edge in the workforce, through practical training and on-the-job learning opportunities.

And with an ever-expanding array of programming options to choose from — plus an increased focus on applied research, degree accreditation, and joint partnerships with universities and other

post-secondary institutions — the college retains its own edge in providing top-quality training to those who want to hit the ground running after graduation.

“Employers value students who can transition easily into the workplace,” says RRC student recruiter Jennifer Powell. “Those students who have a combination of theoretical and practical knowledge — as many RRC programs offer — are sought after because they have hands-on work experience, which means less training is needed by the employer.”

With over 100 full-time programs and twice as many part-time and distance delivery options, RRC caters to a broad spectrum of learners — from high school grads looking for a fast track to employment, to adults seeking professional development, or even a switch in careers.

The college delivers training to communities throughout the province — with campuses in the Interlake, Portage la Prairie, Steinbach, and Winkler — and over the past year, has expanded its reach even further with the opening of the Paterson GlobalFoods Institute. Formerly the Union Bank Tower, one of Western Canada's very first skyscrapers, the newly renovated building now serves as the home of RRC's School of Hospitality and Culinary Arts, as well as its very first student residence — all in the heart of downtown Winnipeg.

Similar expansions are underway at RRC's Notre Dame campus — which houses a growing number of cutting-edge research facilities in the fields of

manufacturing, robotics and transportation — and will soon be home to a state-of-the-art Technology Access Centre. Prospective students of all ages have the opportunity to tour the Winnipeg campuses every February during the college's annual Open House event (which runs next year from February 18-19), or they can arrange for a personal tour from the student recruitment team any time of the year.

RRC remains committed to increasing access to its programming, partnering with community groups in inner city neighbourhoods, expanding its continuing and distance education options, and striking new international partnerships with post-secondary institutions in Asia, India and South America. It's also increased the diversity of its degree and diploma options, providing even more opportunities for students to attain a range of post-secondary credentials.

“College is not what it used to be,” says Powell. “More and more, colleges

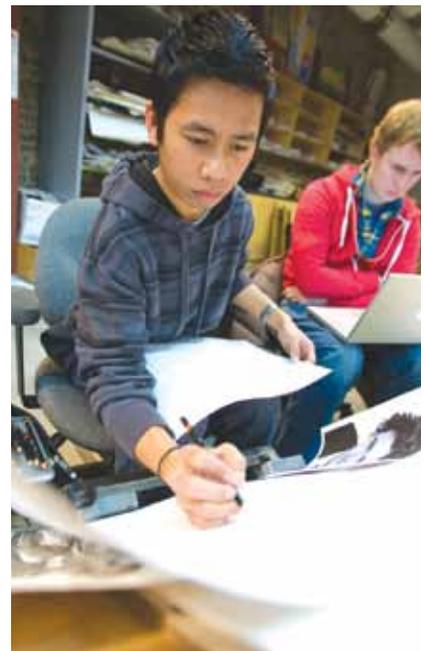




and universities are combining their resources to offer joint-degree programs — which allow students to gain a much broader post-secondary experience, while exposing them to the merits of both respective models.”

The majority of RRC’s programs can be completed in two years or less, and most have a built-in practicum component that provides students with valuable on-the-job training. The college’s instructors come directly from industry, and retain close ties within their fields to ensure curriculum meets market demands — which means RRC graduates have a distinct advantage when it comes time to find a job.

“Many of our students discover their work placements will lead directly to employment, and even those who don’t still report being ahead of their peers on account of their experience with technology and workplace culture,” says Powell. “Even the smaller class sizes at RRC — the closer connection with classmates and the increased attention from instructors — tends to contribute to our students’ overall rate of success.”



For more on specific programs and courses, or to stay up-to-date with recruitment events and information sessions, visit [rrc.ca](http://rrc.ca).

## CERTIFICATES



## DIPLOMAS



## DEGREES

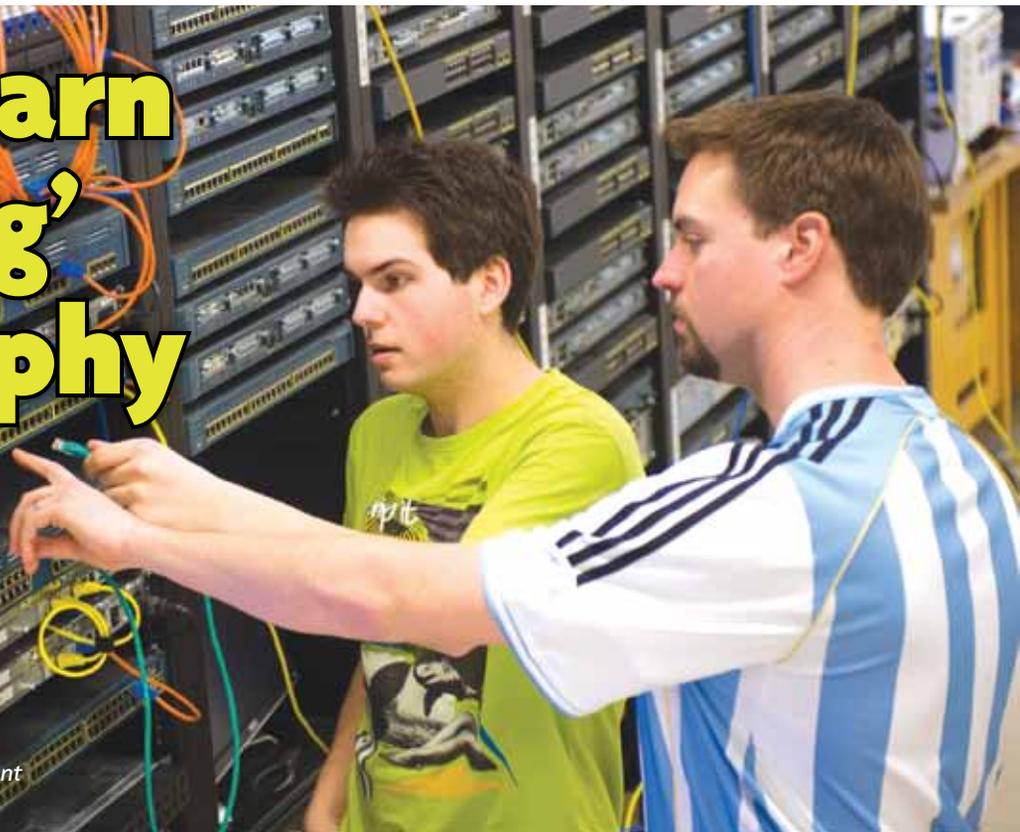


➔ Explore the growing range of options available at Manitoba’s largest institute of applied learning.



# It's a 'learn by doing' philosophy at ACC

*An instructor in the computer systems technology program works with a student to connect a computer network.*



Students in Manitoba don't have far to look when it comes time to choosing a college with interesting programs that lead to exciting, high-demand careers. At Assiniboine Community College (ACC), our instructors strive to provide our students with a practical and hands-on education that is responsive to the needs of today's labour market, and that's what our 'learn by doing' philosophy is all about.

At ACC, we believe there is more to learning than what happens in the classroom; our students can take classes in shops, labs, kitchens, and ACC's new sustainable greenhouse. They work on real-life projects, connect with community and industry, and attend co-operative work placements and practicums. How would you like to learn how to build a house, analyze soil, design building plans, develop a computer network, or manage a five-star restaurant? At ACC,

students can learn all of these skills and more.

Our philosophy and applied approach to education is a part of all of our programs. Our business administration students develop a small business plan, which they present to a panel of judges in year two of their program. Land and water management students partner with conservation districts on a capstone project that addresses real environmental industry situations. Students from programs across the college attend skills competitions, representing ACC on the provincial, national, and international stage. These are only a few examples of ways that our students' experience goes beyond the typical classroom setting.

"We aspire to provide our students with an exceptional learning experience with programs that are relevant in today's world. Our students thrive in a culture of innovation and discovery and

we are proud of our many programs that give students the skills to advance their careers to the utmost potential," says Mark Frison, president of Assiniboine Community College.

ACC has over 40 certificate and diploma programs to choose from in a variety of fields, including agriculture and environment, business, culinary arts and hospitality, health and human services, trades and technology. The success of our programs is such that 96 per cent of our graduates surveyed said that they would recommend their program to others. Plus, going to college doesn't just have to be about studying. There's always time to fit in a little fun while learning, giving our students a more well-rounded college experience. We have all kinds of events, activities, committees, clubs, intramurals, and varsity sports for students to get involved in.

With the Victoria Avenue East Cam-



*A hotel and restaurant management student reviews the seating chart and menu before the annual Grey Owl dinner.*



*A horticultural production student cares for the plants grown in ACC's sustainable greenhouse.*

pus and the North Hill Campus in Brandon, the Parkland Campus in Dauphin, and three training centres in Winnipeg, Neepawa and Russell, the college offers comprehensive education services across the province. With diploma and certificate programs offered in so many different fields, ACC is an obvious choice for students exploring their post-secondary options. Safe cities to learn in, small class sizes, modern technology, and an abundance of employment opportunities provide benefits that students can't overlook.

Visit our website at [www.assiniboine.net](http://www.assiniboine.net) for a complete list of programs and to find out more about Assiniboine Community College today.

## LEARN BY



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# Earlier acceptance, more scholarship money, and customized updates

## Incoming students benefit from changes at the U of M

BY KATIE CHALMERS-BROOKS



Congratulations – a word prospective students won't have to wait long to hear thanks to a new application process at the University of Manitoba (U of M).

The university is the first in the province to launch a new system, which has students self-report their anticipated Grade 12 marks to find out if they have been tentatively accepted. If they indicate they've met all the admission requirements – and after a brief assessment by the U of M – they'll receive a welcome offer of potential admission.

Students who apply before the February 21 deadline could hear back in as little as 24 hours.

"It will really help school counsellors because they won't have students worrying and fretting about when they're going to hear from us," says Lisa Kachulak-Babey, director of student recruitment. "It's hard to wait. They want to get a sense of what next year will bring."

The predicting of grades could also prove to be a good motivator for students to maintain their high marks or

make some improvements to get into their program of choice, notes Kachulak-Babey. Final transcripts are eventually sent to the U of M for verification.

Most, but not all, academic programs can provide these early, welcome offers. Some (such as music, the school of art, dental hygiene, kinesiology, and recreation management) consider other criteria in addition to grades, or hold selection committee meetings.

This new enrollment process also informs students if they might be eli-



gible for an entrance scholarship. These awards have been simplified from five tiers to three and the top amount was recently upped from \$2,000 to \$3,000.

“It’s a more streamlined process,” says Kachulak-Babey. “It’s easier for students to understand and there is more money available for high-achieving students, which is very exciting.”

These developments follow the launch last year of UMConnect, another major initiative targeting high school students. At [umconnect.ca](http://umconnect.ca), prospective students can create an online profile, essentially building their own personalized website where they can access U of M information related to their areas of interest. From here, students can get summaries on specific programs, along with relevant links; get updates on important deadlines and events like open houses;





and apply and track their application status.

Creating a UMConnect account is quick, easy, and a good way to start a conversation with the U of M, says Kachulak-Babey. She describes it as a useful tool that supplements the efforts of school counsellors.

“It gives students that personalized, one-on-one communication and the opportunity to get their questions answered.”

UMConnect registrants so far extend beyond local Grade 12 students to: international students, high school grads and those much younger, including Grade 9

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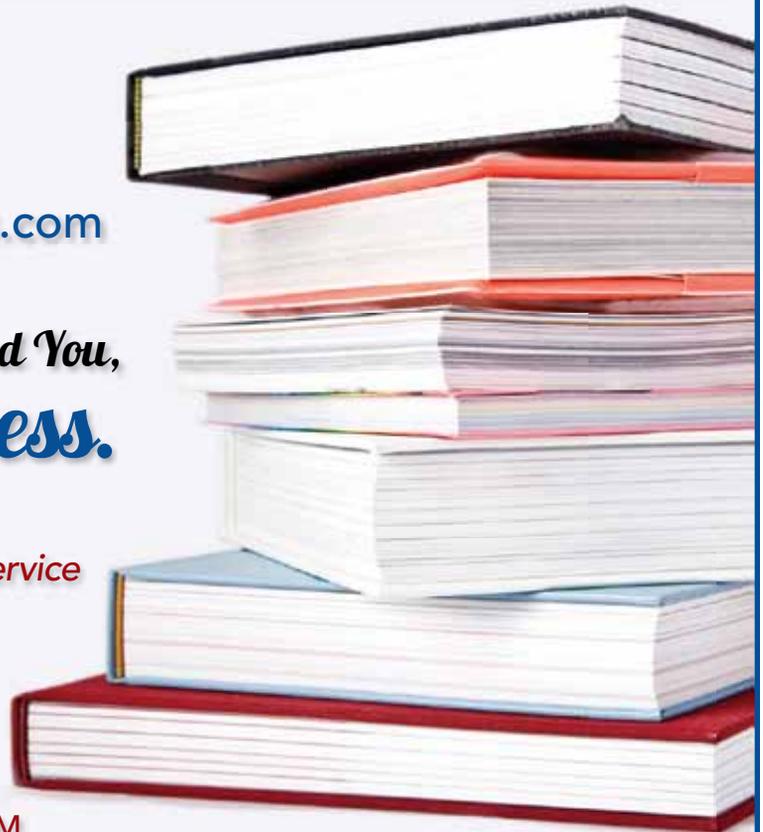
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*“It gives students that personalized, one-on-one communication and the opportunity to get their questions answered.”*

students who want to start getting to know the university.

“They want to explore a bit and they’re welcome to do that,” Kachulak-Babey says.

To learn more about the University of Manitoba’s new enrollment process, or UMConnect, contact student recruitment at 204-474-8808, or email Lisa Kachulak-Babey at [Lisa.Kachulak@umanitoba.ca](mailto:Lisa.Kachulak@umanitoba.ca).



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# Do what you love – make a difference!



With countless options out there, determining which university or college to attend is one of the biggest decisions high school students will make. If your students have a passion for social change and making a difference, and if they're looking for an education that will lead them to a rewarding career where they

are also inspired to make valuable contributions to the world around them – invite them to explore Booth University College.

Located in the heart of downtown Winnipeg, Booth UC offers a bachelor of social work program, a bachelor of business administration program, and bach-

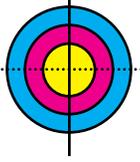
elor of arts programs in behavioural sciences, English and film, general studies, psychology, and religion.

What began as a century-old dream of Salvation Army co-founder General William Booth, who envisioned an international university of humanity, has become Booth UC – the world's only Salvation Army University College. Guided by the Salvation Army's nearly 150-year-history and experience as a provider of social services to communities around the world, Booth is a Christian university college that is deeply committed to social justice – blending Christian faith and rigorous scholarship with a passion for service.

An education at Booth goes beyond academic excellence. We're also about developing the whole person. Students will develop skills to help them succeed in their chosen career and they will be inspired to impact the lives and communities around them. Regardless of which program they choose, our strong liberal arts and sciences core will help prepare them professionally and ready them for a life of meaning.

## **Developing socially responsible business leaders of tomorrow**

At Booth University College, we offer a unique approach to teaching business. We know that business students are naturally interested in making a profit, but we recognize that today's youth are also driven to be leaders of social change and truly want to make a difference in their community. We are deeply committed to developing ethical and principled



leaders, and our students are continually challenged to think about being socially responsible.

“We believe that a successful, sustainable future will be built by business leaders who care as much about their community and the world around them as they do about making a profit,” said Angela Davis, head of Booth UC’s business administration program. “We offer a unique urban service learning program component, as well as field education with invaluable visits to local businesses – made possible due to our small class sizes.”

Business graduates will not only have

a strong business foundation but also a broad exposure to the arts and sciences in the core curriculum, which helps ensure they become exactly the kind of employees businesses and organizations are looking for: creative thinkers and excellent communicators who have a broader view of the world.

At Booth UC, students will have opportunities to grow, gain confidence and become a leader in an environment that they feel valued and respected in. All classes have fewer than 50 students, with many having less than 20 students. The small classes also allow faculty to provide meaningful, one-on-one atten-

tion to every student – something that is simply not possible at larger institutions where small classes have up to 100 students. Students also have access to unique research opportunities with faculty – something typically only available at the graduate study level.

We look forward to meeting you and one day welcoming your students as they embark on a journey of learning and growth at Booth UC. Whatever future they’re dreaming of – we’ll help get them there. Please visit us at BoothUC.ca or contact our admissions team at Admissions@BoothUC.ca. ✍️

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# Who better to teach about community development than indigenous people?

In partnership with the North American Institute for Indigenous Theological Studies (NAIITS), Providence University College now offers a community development studies program designed and delivered by indigenous faculty, incor-

porating a significant component of in-community internship. The degree will begin accepting students in the fall of 2013 with a program start date of January 2014.

Wendy Beauchemin Peterson, adjunct

faculty at Providence University College and editor of the *NAIITS Journal*, expressed her delight as two streams of her academic life merge.

“I have long believed that Providence has unique contributions to make towards aboriginal post-secondary education – in an environment not merely welcoming to aboriginal students, but seeking to reflect aboriginal values and acknowledge [First Nations] contributions to the academy.”

Over the years, NAIITS’ faculty have observed that indigenous people in North America are resilient; this is evident in their perseverance in the face of historical social disparities, including inadequate preparation of post-secondary education. This program will build upon the skills that have made Native North American people survivors and leaders in the indigenous world globally.

“We have unrealized capabilities as a people. This training will build on our capacity by providing practical skills in the context of sound community development theory,” said Mi’kmaq scholar Terry LeBlanc, executive director of NAIITS.

Dr. David Johnson, president of Providence University College, and Cameron McKenzie, academic dean at Providence,



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*David H. Johnson (president of Providence University College) signs agreement, while Wendy Peterson (Providence Adjunct Faculty, NAIITS journal editor) and Terry LeBlanc (executive director of NAIITS) look on.*

note that this partnership will create an opportunity for Providence to embrace the insight, skill, and experience of First Nations scholars and communities in a mutually creative relationship.

“Who better to teach about community development than indigenous people?” asked Ray Aldred, chairperson of NAIITS. “We have been slowly rebuilding our communities. After more than a century and a half of assimilation attempts, we have survived and now we are beginning to flourish.”

Founded in 2000, NAIITS is already a worldwide leader in indigenous faith-based education. Currently working in four countries, NAIITS partners with universities and seminaries to offer advanced degrees. The Providence-NAIITS agreement marks the beginning of an-



other degree partnership inspired by NAIITS’ commitment to deliver culture-specific programs for indigenous people.

*Providence University College is located 30 minutes south of Winnipeg, offering bachelor of arts degrees in biblical studies, arts and sciences, and professional studies. Providence University College educates people at a university level*

*to think, live, and serve as Christians in society and the church.*

*Contact the admissions office at Providence University College if interested in enrolling in the community development studies program, [info@prov.ca](mailto:info@prov.ca) (1-800-668-7768), or contact Terry LeBlanc at [terry@naiits.com](mailto:terry@naiits.com) (780-514-4841) to learn more about NAIITS. ✉*



# Why Robertson College is the fastest-growing career college in Manitoba



For students heading out into the working world after graduation, the number of career training options can be overwhelming. In the end, they want an education that will not only prepare them for a rewarding career, but also get them one. Universities have a “prestige” feel about them, but often the education they provide ends up going to waste because the jobs simply aren’t there after graduation, leaving students frustrated and hopelessly in debt. The cruel reality

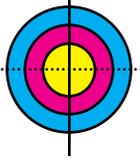
at the end of this significant investment of time and money? No career at all to show for the student’s troubles.

At Robertson College, our programs don’t end in unemployment – they end in careers. Because our diploma programs are built to match current job market demands, students can be confident there is a career waiting for them when they graduate. Through our industry-experienced instructors, students receive hands-on career training that will pre-

pare them for working in the “real world”.

From healthcare to business to IT, our wide variety of programs provides students with the industry knowledge and practical skills that enable them to succeed. Unlike university degrees which take years to complete, most of our diploma programs can be completed in less than a year.

Many young students face the unfortunate position of entering the workforce with a lack of experience. How-



ever, most employers are looking to hire employees with practical experience in their field, and simply having a university degree often isn't enough. At Robertson College, we understand this issue, which is why all of our programs finish with a work practicum. Our work practicum allows our students to apply their newly acquired skills in a practical work environment and gain important industry experience in the process.

Once the practicum is completed, our career services department works with each student to ensure they find stable employment when they graduate. Not only that, but if at any point down the road a student needs help finding work, our career services' door is always open and ready to help them find their next employer. Every program also provides training in resume writing, job interviews, and other employment skills that help students get ahead.

"My experience with Robertson College was fantastic, intellectually refreshing, educational, fun, inspiring, beneficial, helpful, useful and beyond compare," says Jenelyn Arroz, health care aide student. "I appreciated the workshop training such as resume writing and other additional short courses (i.e First Aid & CPR) that they offer to the students. All of the staff were incredibly supportive, warm and friendly to everyone. I'm proud to be a product of Robertson College. Now I can go out there confidently applying for jobs fit for my skills and qualifications."

Robertson College is the fastest-growing career college in Manitoba. For over 100 years, we have built our reputation on providing practical industry training that employers and students trust. With 18 unique diploma programs to choose from – like Internet marketing, network administration, and massage therapy – Robertson College has a career path that's right for your students. And, with our 89 per cent post-grad employ-



ment rate, flexible schedule and financial assistance options, starting on a new career path could not come with less risk.

Encourage your students to take their

first step on an exciting career path with Robertson College. They have absolutely nothing to lose, and a rewarding career in their chosen field to gain. 📌

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# Students get paid to learn at Winnipeg Technical College

Thanks to a partnership between Winnipeg Technical College (WTC) and the Manitoba Motor Dealers Association (MMDA), students will have an extra edge in education and employment starting September 2013.

The partnership has been two years in the making, as WTC and industry experts joined together to create a program that will meet the needs of today's students, as well as Manitoba's industry. For the first four months, students study

in WTC's Automotive Service Technician course, a Level 1 Apprenticeship Manitoba accredited program. The second four months of the course are spent in a paid co-op at a MMDA member dealership.

"This truly is a win-win situation," states Paul Toupin, vice-president, student services and administration. "Students are gaining on-the-job experience while literally earning back their tuition."

In today's world where student debt is at an all-time high, this program just makes sense. In addition to earning up to \$3,000 during their co-op placement, graduates can claim the Manitoba Tuition tax rebate program and the Manitoba Tax Credit for registered apprentices. MMDA has also established several scholarships to help those who will continue into full-time employment within the industry.

The partnership has allowed WTC to restructure its auto mechanics program to better serve its students. Three intakes per year (September, January, and May) allow for flexible training options for potential students. It also provides an excellent pool of potential employees for the MMDA membership.

"We are looking at this initiative as a way to help offset the labour shortages within our industry. The association has been exploring ways to recruit and retain employees and we see this program as just the start of many partnership training opportunities," says Geoff Sine, executive director of MMDA.

For information on this program, or any other Winnipeg Technical College program, please visit the college's website at [wtc.mb.ca](http://wtc.mb.ca), or call admissions at 204-989-6500.



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