

# Frontline Leadership: Research and Strategy



for Transportation Career  
Development Association



transCDA



Sage  
TRANSITIONS

by Sage Transitions  
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## Table of Contents

Executive Summary	3
Background	6
Key Labour Supply and Demand Information	7
Human Resource Strategy	11
Recommendations	13
Action Plan	16
Primary Research	18
Responses & Representation	18
Contact Process	24
Support for Frontline Leadership Credential	27
Training Skills & Attributes	34
Barriers	37
Occupational Ideal Candidate Profile	39
Attributes Overview	40
The Ideal Candidate	42
Occupational Tasks Profile	43
Appendix A: Essentials Skills Profile	45
Appendix B: Detailed Labour Supply & Demand Charts	47
Appendix C: Sample Survey Invitation Email	56

# Executive Summary

## Background

The labour market in Canada and British Columbia is facing looming shortages in most industries and sectors. The transportation trades are already, and will be, challenged by labour shortages. The challenges will be exacerbated for frontline leaders (service managers, supervisors, charge hands and lead hands).

Frontline leaders are, on average, much older than technicians, and an even greater proportion are nearing retirement. Some estimates suggest more than 50% of leaders will be retiring within the next decade.

This has the potential to create a double-barreled assault on labour supply as most frontline leaders are recruited from the shop floor. Thus, if traditional hiring and promotion practices are used, the leadership shortage could result in the top 10% of performers being pulled off the shop floor in a relatively short period.

Without supervisory and leadership training for supervisors, the classic problem of a high-performing mechanic becoming a poor performing leader is possible, and this has the potential to cause serious productivity problems in an already fast-paced and hardworking work environment. An industry-wide plan, along with sophisticated training and career development processes are essential for the transportation trades.

## Primary Research

The primary research included phone interviews and online surveys. The detailed phone interviews were conducted with: senior leaders, middle managers, front-line supervisors, shop stewards, union representatives and stakeholders.

Online surveys invitations were emailed to over 2,500 people working in the transportation trades. An additional 400 phone calls were made to: encourage online survey participation, complete phone interviews if preferred, and verify contact information from individuals in the database without recorded email addresses. We received 324 responses to the online survey. Our response rate varied between about 8% and 22% depending on the contact list. The most recent and relevant contact list of leaders in the transportation trades industry had a response rate of 22.2% (20% from our contact list was no longer working at their location so our real response rate from the most relevant and up-to-date database is nearer 25-30%).

The majority of respondents (approximately two-thirds) were in frontline or senior leadership positions. Most also had transportation trades credentials, and many were business owners. Every region and occupation was represented in the results. We estimate we reached 10-20% of the supervisors/leaders in the industry in British Columbia. The results are an excellent representation of sectors and regions in BC, as well as the industry as a whole.

We also conducted 23 in-depth phone interviews with a employers and stakeholders, using a list provided by transCDA. We were seeking representative sectoral participation, and participation from unions and their members.

### **Research Results**

The primary research found generally strong support for a frontline leadership training and certification program in BC. There was interest in training across all sectors in the transportation trades, as well as automotive training.

The strongest support was from apprentices, technicians and mechanics who were interested in leadership programs. They see a frontline leadership training program or credential as a clear pathway into a frontline leadership position. Although there is a shortage of frontline leaders, many working on shop floors are unaware of training and development pathways, and are not sure if their employers would support their development. Over half (52%) of those working on shop floors who had an interest in frontline leadership positions were “Not Sure” if their employer would support them in training.

The results showed clear and consistent trends in the important skills and characteristics for frontline leaders. Integrity was consistently rated as one of the most important attributes. Four personality traits<sup>1</sup>: conscientiousness, curiosity, reactivity to stress, and ambiguity acceptance were all rated as essential to the job irrespective of industry or sector.

Frontline leaders also need to understand the job of the people they are supervising. The key difference between sectors and industries is that, for frontline leaders, mechanical or technical knowledge of those they are supervising is important. So, the particular technical skills and abilities required will vary between shops, industries, sectors and regions.

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<sup>1</sup> These personality traits are described in more detail later in the report

There are core, essential, essential attributes which are consistent for all frontline leaders, whereas specialized skills may vary between industries such as aerospace, ground or marine transport, mining, forestry, or agriculture.

### **Secondary Research**

The secondary research confirmed the projected labour shortage in transportation trades frontline leaders in British Columbia. Although there are regional and sectoral differences, the clear message is that economic and demographic conditions are going to pose serious challenges for the industry.

### **Ideal Candidate Profile**

We have described the ideal candidate in four key clusters of attributes. These attributes were validated during the online and phone surveys.

### **Human Resource Strategy**

The Human Resource Strategy provides seven key recommendations developed as a result of the research. These recommendations provide a sequential series of steps that will address the issues and opportunities identified in this report.

Bill was an external recruit who came into a Parts Manager position, bringing years of supervisory and leadership experience for another sector. He was recruited for his leadership experience, interpersonal and customer service skills. He has a company mentor who has provided a lot of support and company insight. Bill did some job shadowing after his first few weeks on the job, when he knew enough to ask good questions. He received product training through a supplier. After a year on-the-job, he feels confident that he has been able to engage and involve technicians, and has been positively recognized by his company.

Joe started as a technician, and had the opportunity to start working as a charge hand as holiday relief. He experienced the job, and how to work with his colleagues as a charge hand. His supervisor used his hockey coaching skills to give Joe the leadership skills and knowledge he needed. He was provided with some product training, and some leadership skills courses. He is now working as a highly regarded Service Manager, with a number of frontline supervisors reporting to him.



## Background

The transportation trades industry in British Columbia is already experiencing worker shortages, along with other skilled occupations and trades. In 2012, Sage Transitions conducted an assessment of transportation trades training systems for the Transportation Trades Supply and Demand Committee in British Columbia. The report highlighted current labour supply and demand issues in BC:

*“Many employers are already having difficulty finding skilled heavy mechanical and heavy equipment operator employees, and there are reports of work and projects being delayed because of the lack of available supply of these employees. A labour supply gap is forecast in the transportation trades over the next five years, and increasing demand from neighbouring jurisdictions will make it more difficult for BC employers to hire the required skilled tradespeople in the transportation trades.”*

By 2015 the demand for trades workers in British Columbia will exceed overall supply. Many industries are already struggling with labour and skill shortages and these difficulties will become more pronounced over the next decade. Labour force shortages will be particularly challenging for the transportation industry which is one of the top three employment growth industries in British Columbia.<sup>2</sup>

Demographic and economic factors combined will exacerbate current labour shortages in the transportation trades in British Columbia. The transportation trades are growing and are a net producer of employment. However many workers will be retiring in the coming years. While there are skill shortages for mechanics, the issue is even more serious for frontline leaders. These leaders are, on average, older than their workers and hence a greater proportion of leaders are nearing retirement.

The increasingly complexity of the work combined with challenging regulatory, human rights and human resource issues means frontline leaders need a unique set of skills.

This report will address:

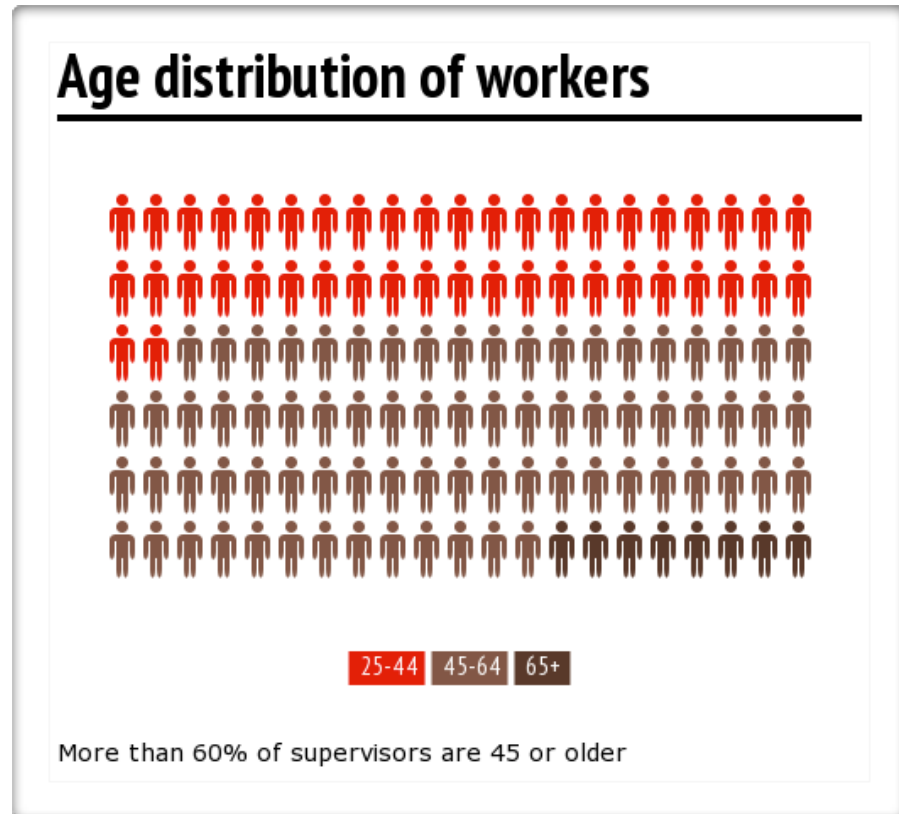
1. Supply and demand issues for transportation trades frontline leaders
2. A profile of the ideal candidate in transportation trades
3. Recommendations for adapting to demands for capacity and capability of frontline leaders

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<sup>2</sup> BC Labour Market Outlook 2010-2020

## Key Labour Supply and Demand Information

Projected labour shortages are even more serious for front line leaders and supervisors. More than 60% are 45 or older. Job openings over the next decade will be equivalent to 42% of the current workforce for truck and bus mechanics; this rises to 50-62%<sup>3</sup> for transportation trades managers. In other words, the industry will need to recruit enough frontline leaders equivalent to more than half of the current workforce within the next 10 years.



Most of these jobs come from replacing retiring workers. 80% of the frontline leadership positions will be vacated by those exiting the workforce. The proportion of leaders retiring is even greater than technicians and mechanics in the transportation rates. Automotive Service Technicians for example will have 65% of the job openings from job replacements (similar to the provincial rates); whereas in mechanical trades *supervisory* occupations, 78% of job openings will be from replacement.

<sup>3</sup> <http://www.workbc.ca/Navigator/occupations/7216>

## Job openings from replacement and expansion



REPLACEMENT JOB OPENINGS    NEW POSITIONS

78% of of employment demand will be replacing current supervisors

There are also significant regional differences. In nearly all occupations, the highest growth rates are in the Northeast and North Coast and Nechako regions. In the North Coast and Nechako, projected labour supply of supervisors is sufficient to fill only 24% of positions.

## Labour Supply/Demand Gap: North Coast & Nechako 2010-2015



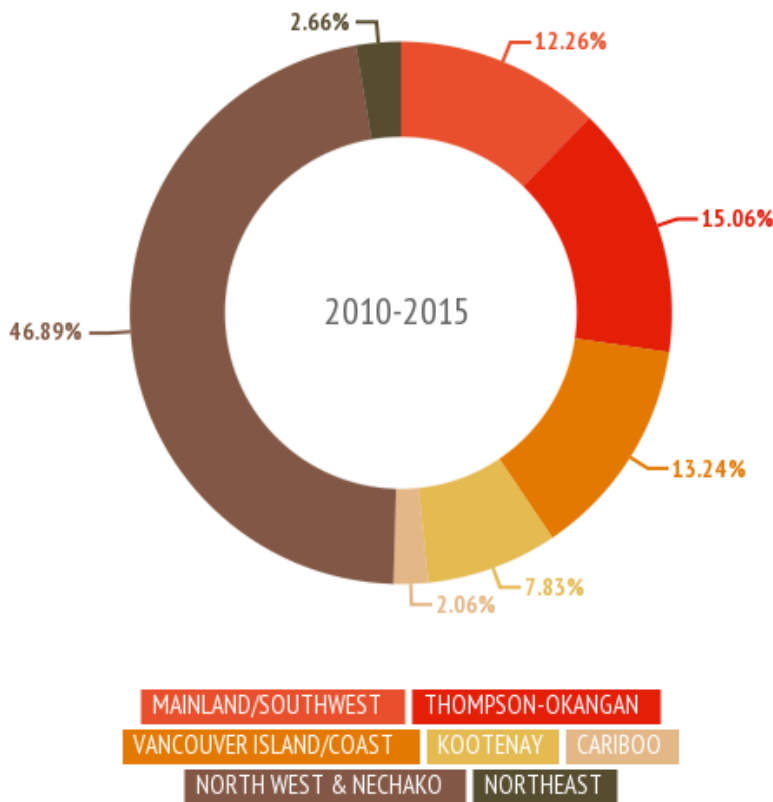
PROJECTED SUPPLY GAP

The number of job seekers will only be about 24% the total job openings in the same period for supervisors in mechanic trades



Some regions have less pronounced shortages, but there will be shortages in all regions and all occupations of the province. This means employers will compete against other companies and other regions both inside and outside of British Columbia.

## Regional share of projected labour shortages



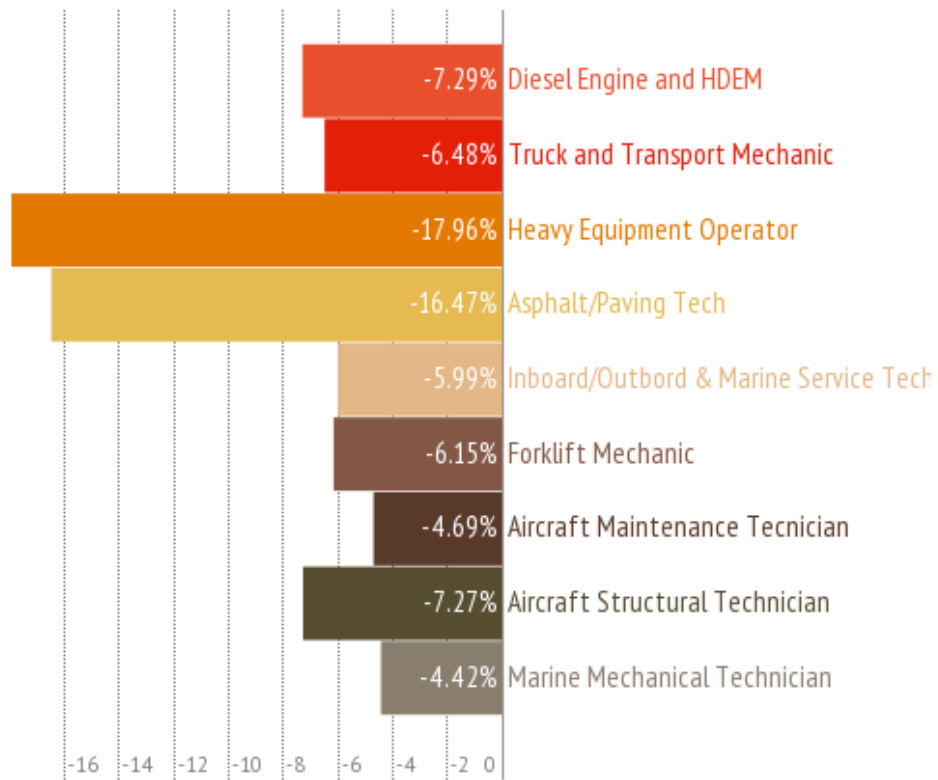
In this analysis we used the current available labour force information both for mechanics and technicians as well as for supervisors. These are, of course, estimates and our primary research has further confirmed key trends in the industry overall, and regional and occupational variations.

The current labour market information is now based on slightly older data, and there are challenges mapping some of the National Occupation Codes (NOC) specific

occupations or training programs.

The primary research shows a more in-depth analysis of these trends. Although there are labour shortages predicted in every occupation, it is clear the greatest shortages are predicted for Heavy Equipment Operators, and those working in the construction industry. Many of these shortages are forecast for the North West & Nechako.

## Projected Labour shortage by occupation (shortage as % of openings) 2010-2015



## Human Resource Strategy

There is a significant need for effective recruiting, training and retention strategies for supervisors from frontline charge and lead hands to service supervisors and managers. While there are substantial differences among sub-sectors of the transportation trades, there is consistency in many of the attributes, aptitudes, skills, knowledge and experience required of frontline supervisors.

The strategy has been developed to identify employer and industry-wide needs for frontline supervisors.

### Human resource planning

There is a strong industry preference to recruit internally for charge and lead hand positions. This was one of the most consistent results, nearly all of the employers we interviewed emphasized their preference for promoting internally. For the positions at higher levels, there is still a preference for promoting internal candidates, as is evidenced by the employer and industry tenure of the majority of the middle and senior leaders we interviewed. The senior leaders participating in the phone interview have an average tenure in their current position of 10 years. Technicians average tenure was 9.6 years and, frontline leaders had an average tenure of 10.5 years. This is consistent across sectors.

Industry knowledge and experience was identified as important by the majority of industry leadership representatives. Employers are looking for frontline leaders that have technical, business and product knowledge.

Some senior leaders identified a need to recruit for personality traits, leadership skills, safety, customer service (internal and external) and interpersonal skills first, with a secondary focus on company or industry experience and technical credentials. In unionized environments, the added factor of promotion based on seniority, rather than experience and qualifications, was identified as a challenge to leadership recruitment.

The detailed phone interviews identified challenges with current training for leaders at all levels. Current training, mentoring and coaching programs are generally not sufficient to train the current workforce, let alone meeting the demand forecasted in the next decade. In many workplaces training is informal, unstructured or ad hoc at best, and there is little transfer or training the job from external training.

Selection for leadership positions and promotions tend to be based on technical skills and abilities. These skills are important for many frontline leaders because there is a strong technical element to lead hand and charge hand positions. The greatest strength of current selection procedures is that most frontline leaders enter the job with strong technical skills, knowledge of the job, equipment and the company. There is a skill gap for frontline leaders as they are often selected with limited leadership skills or they have personality traits that may not be aligned with leadership responsibilities. There are two key ways to improve the current capacity of frontline leaders:

1. Use more sophisticated selection techniques to assess stable, unchangeable, characteristics like personality traits that affect performance
2. Use training programs that develops the skills, knowledge and abilities that can be evaluated to demonstrate transfer of training to the job

In addition, frontline leaders are typically used as the hiring pool for more senior leadership positions. It would be advantageous to build formal leadership career development, starting with charge and lead hands. While supervisory training needs to meet the needs of the individual and their role, a career and long-term training plan, with opportunities to demonstrate leadership skills and development is an important component of developing a strong leadership team and culture.

Most industry members stated they were interested in a standard supervisory and leadership qualification or certification. Many were interested in customized training, or modularized programs that would reflect their business needs and environment.

There appears to be no "one-size fits all" approach that will meet diverse industry requirements. A few industry members have developed training programs with external training suppliers that meet their supervisory training needs. These employers are not interested in a standard front-line supervisory qualification at this time. Of the 23 detailed phone interviews, 21 out of 23 industry members or stakeholders were supportive of the qualification and stated their interest in participating. Approximately two-thirds of online survey respondents supported a frontline leadership credential. Some employers wanted more information and detail, before they would "guarantee" participation.

Many employers wanted customization in a leadership training program, and many wanted flexible delivery modes, scheduling of training and linkages to their business products and models. For many employers time away from work for front-line supervisors is difficult to coordinate, and there is a stated preference for a online learning, webinars and work-based assignments with minimal classroom training.



Many industries have times of the year when business is slightly slower, and would like to manage their supervisory training during those time periods.

The online survey responses also showed strong support for a frontline leadership qualification. Much of this support is conditional on the structure, content, and transferability of training of a credential or training program. To be accepted by industry the credential would need to be, and be seen as, credible and results-oriented.

## Recommendations

1. Develop a set of performance standards, learning outcomes and a guideline for the training modules identified as important for front-line supervisors.

Employers struggle with finding training courses and programs that meet their needs. While there may be a market for frontline supervisory training, establishing a set of standards, outcomes and criteria, would allow any interested industry members to evaluate internal and external training against a standard set of requirements.

Training also needs to include methods of supporting transfer of training to the job, and a means of evaluating that transfer of training. Our research suggests transfer of training is the greatest weakness in current training program/ For example, CLAC, is piloting (February 2014) an emotional intelligence program that will include coaching and mentoring for participants at three intervals during the year after the training, with a final training session after one-year.

2. Develop an on-line assessment, to support front-line supervisors and their supervisors to use as a standardized assessment instrument. The assessment would serve as a valuable resource in developing career and training plans based on frontline supervisors individual assessments.

Asia Pacific Gateway has developed a “Supervisory Skills Development Resource Guide” that could serve as a good foundation for developing a transCDA assessment based on the knowledge, skills, characteristics and ideal candidate profile that was researched and validated for this project.

Develop, pilot test and validate the assessment instrument with a group of industry members. Many of the industry members who participated in this research project indicated their interest in participating in assessment and training for their frontline supervisors, and would be good candidates for a pilot.



3. Develop a Prior Learning Assessment and Recognition (PLAR) to recognize the skills and experience of frontline supervisors.

Many transportation trades supervisors, at all levels, have countless years of industry knowledge, experience and training. There was interest expressed by survey respondents about a program and supervisory credential recognizing the informal and on-the-job training that has been completed. Industry members want to ensure that their on-the-job experience and training is recognized and that they receive credit for the knowledge and experience they have obtained.

There is an opportunity to develop a prior learning assessment and recognition system. An online, E-portfolio assessment, would work well in this industry and with its members.

4. Develop an online resource of modularized training options, that can be completed using multi-modal training.

The ideal candidate profile, combined with the knowledge, skills and characteristics required of frontline leaders can be used to develop a set of training modules. Because different employers have frontline supervisors perform a variety of supervisory and leadership roles, each employer can work with their supervisors to develop a training plan, based on assessing each supervisor's current and future training needs.

Some employers are completing training and career development plans with their frontline supervisors, but many others have been unable to provide this support to their frontline supervisors. Using the online assessment instrument, and an online training needs assessment process, employers can use external resources to help meet their own training needs.

5. Encourage employers to extend training and career development planning to their technical and other staff.

The online survey results demonstrate a strong interest from apprentices and tradespersons in working in supervisory roles. However, many of these respondents seemed unaware of the roles, requirements and employer interest and support for assisting them to work toward leadership positions. If employers have a preference for in-house recruiting, then there is a substantial advantage in succession and career planning within the current workforce.

There appears to be an interest in support for managers and senior leaders in developing methods of enhancing their career and succession planning processes.

Many employers have training funds available to employees to obtain training. We heard in several interviews that these training funds remain unused. Frontline supervisors and technicians may be interested in training, but they have insufficient time and knowledge to know how and where to use their training funds effectively.

6. Develop and implement a data collection and performance monitoring system to demonstrate effectiveness of training.

Many (even those who were generally supportive) had concerns that a credential could become “just another bit of paper”, or a barrier to entry. To “sell” the credential to industry, strong evidence that it leads to increases in capability or performance would increase support for the credential.

7. Develop and implement a marketing and communications process to “sell” the credential to industry by focusing on the outcome and application of learning.

The marketing plan needs to ensure that industry employers, supervisors and apprentices understand that the certification is based on evidence of skill application over time after the learning. More precisely, frontline supervisors would be granted a frontline leadership certificate based on a combined evaluation of previous training and experience. The final assessment of frontline leadership training would result in evidence-based skill application in the workplace.

## Action Plan

Strategy	Action steps	Accountability and time frame
1. Develop performance standards and learning outcomes	<p>Review, develop and validate performance standards and learning outcomes for a frontline supervisory training program</p> <p>Identify and categorize available training and its training methodology</p> <p>Develop and offer, as a pilot, high priority offerings, in multi-modal format</p> <p>Finalize a training program</p> <p>Develop a method of ensuring accessibility for employers, frontline supervisors and others to access training</p> <p>Evaluate the effectiveness</p>	
2. Develop online assessment	<p>Review Asia Pacific Gateway “Supervisory Skills Development Resource Guide “ as possible foundation for frontline supervisory assessment</p> <p>Adapt the assessment based on survey results and research</p> <p>Develop an online assessment process</p> <p>Pilot test the assessment with selected companies who participated in and offered to support further initiatives</p> <p>Evaluate the effectiveness of the online assessment</p>	

3. Develop PLAR process	<p>Research current similar and complementary PLAR processes and systems</p> <p>Identify possible strategic partners to manage PLAR</p> <p>Develop a process to integrate PLAR with online assessment and training resources</p>	
4. Complete online resource of modularized training options	<p>Develop a full integrated online resource linking the assessment, PLAR and modularized training options</p> <p>Develop a system for employers and employees to rank training resources and offerings using standardized criteria</p> <p>Develop and manage an audit process for training institutions</p>	
5. Develop training and career development planning resources	Identify funding for and ways to develop training and career planning resources for use by industry members	
6. Develop data collection and performance monitoring	Ensure full data collection and performance systems for each strategy	
7. Develop and implement a marketing and communications process to "sell" the credential to industry	Ensure industry members understand that the credential is based on evidence-based transfer of training to on-the-job performance.	

## Primary Research

### Responses & Representation

There were 347 responses between the qualitative and quantitative sources. We conducted 23 in-depth, qualitative telephone interviews and received 324 responses to the online/telephone quantitative survey. A descriptive of the quantitative and qualitative research is provided in the chart below.

	Quantitative	Qualitative
<b>Representation</b>	A diverse cross-section of the industry from different positions, sectors, regions, ages, etc.	Senior leaders, key influences and decision-makers from specific industries, sectors and regions
<b>Intent</b>	Understand perceptions about current training practices, interest in and views about potential training and a training qualification. Obtain demographic information.	Assess support for a frontline leadership credential, and make recommendations regarding scope and implementation.

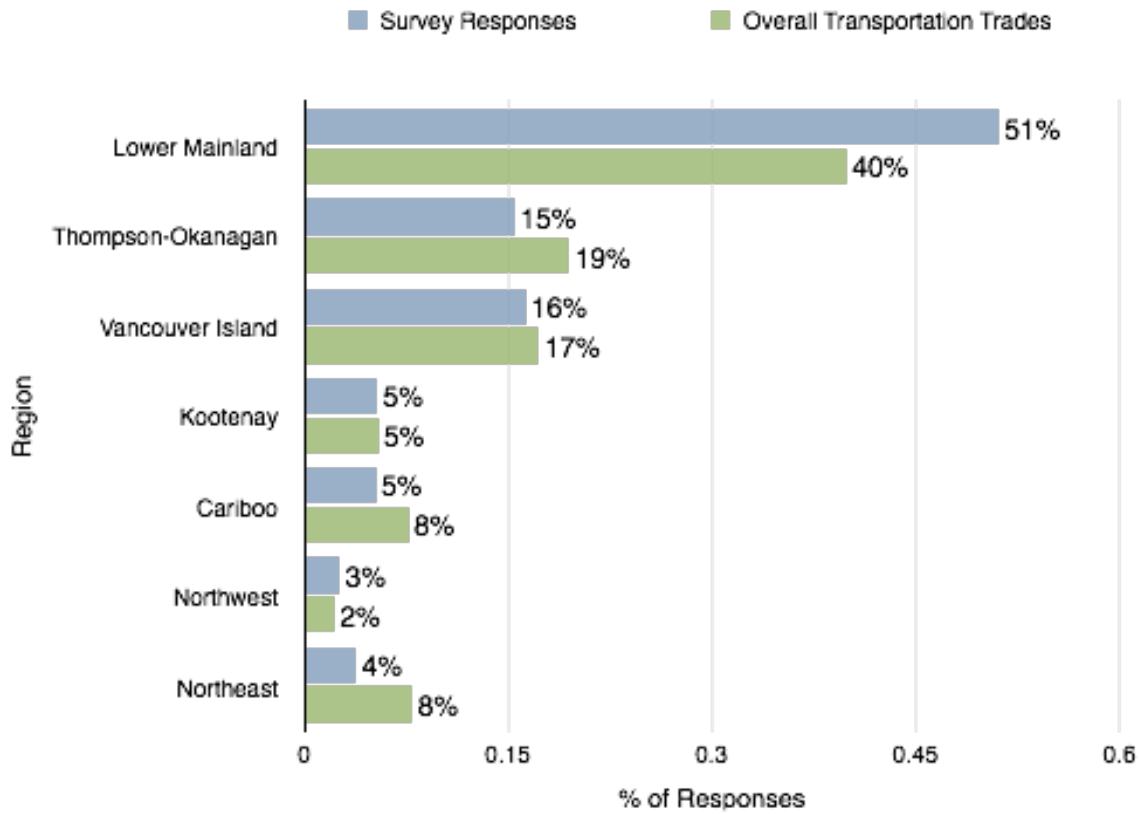
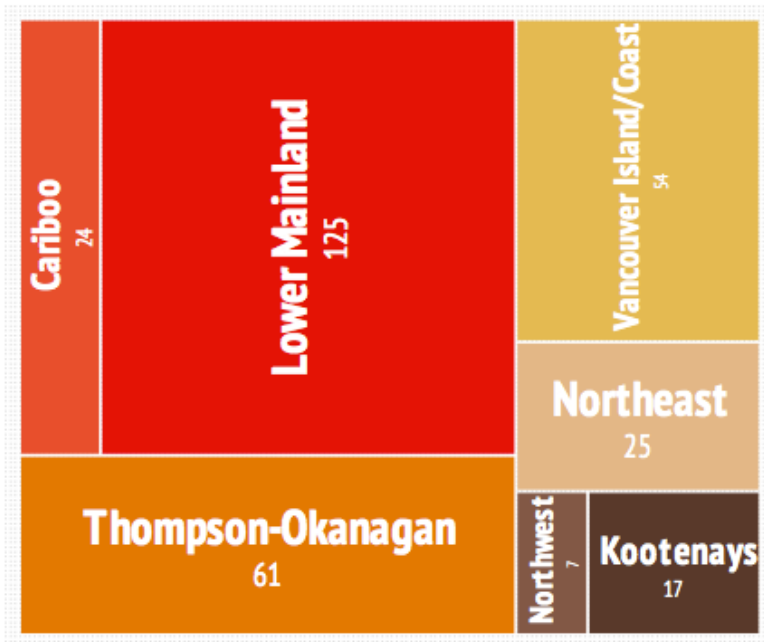
The responses represented all regions in British Columbia, and are similar to the regional distribution of workers in the transportation trades. It is difficult to make an exact comparison overall, because different sectors tend to be distributed across the province in different proportions.

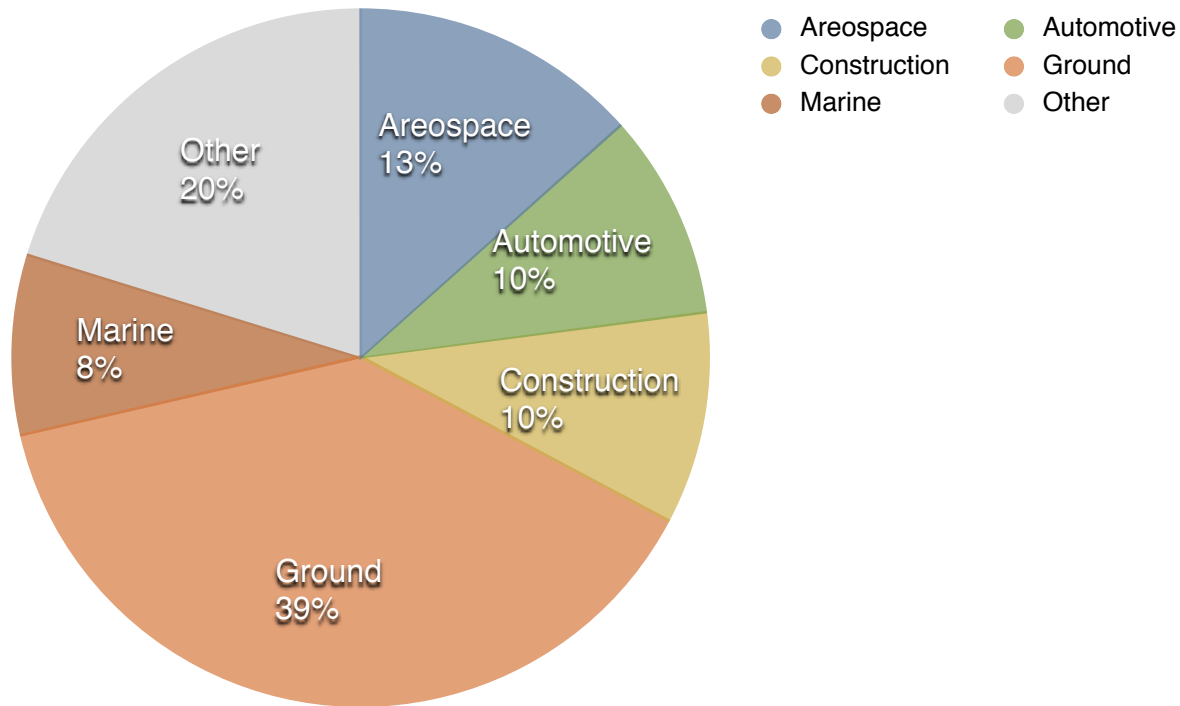
We deliberately targeted smaller regions to ensure they were sufficiently represented, and to allow meaningful comparisons of the data. Thus, proportionally the Lower Mainland was under-represented (although still the largest group of respondents) and nearly all smaller regions were slightly over-represented. Details of regional representation are provided on the following page. The overall distribution of transportation trades is based on a composite of NOC groups<sup>4</sup>.

<sup>4</sup> NOCs 2244, 2274, 7312, 7315, 7321, 7334, 7335, 7421, 7611 see Appendix B for details



## Proportion of Regional Responses





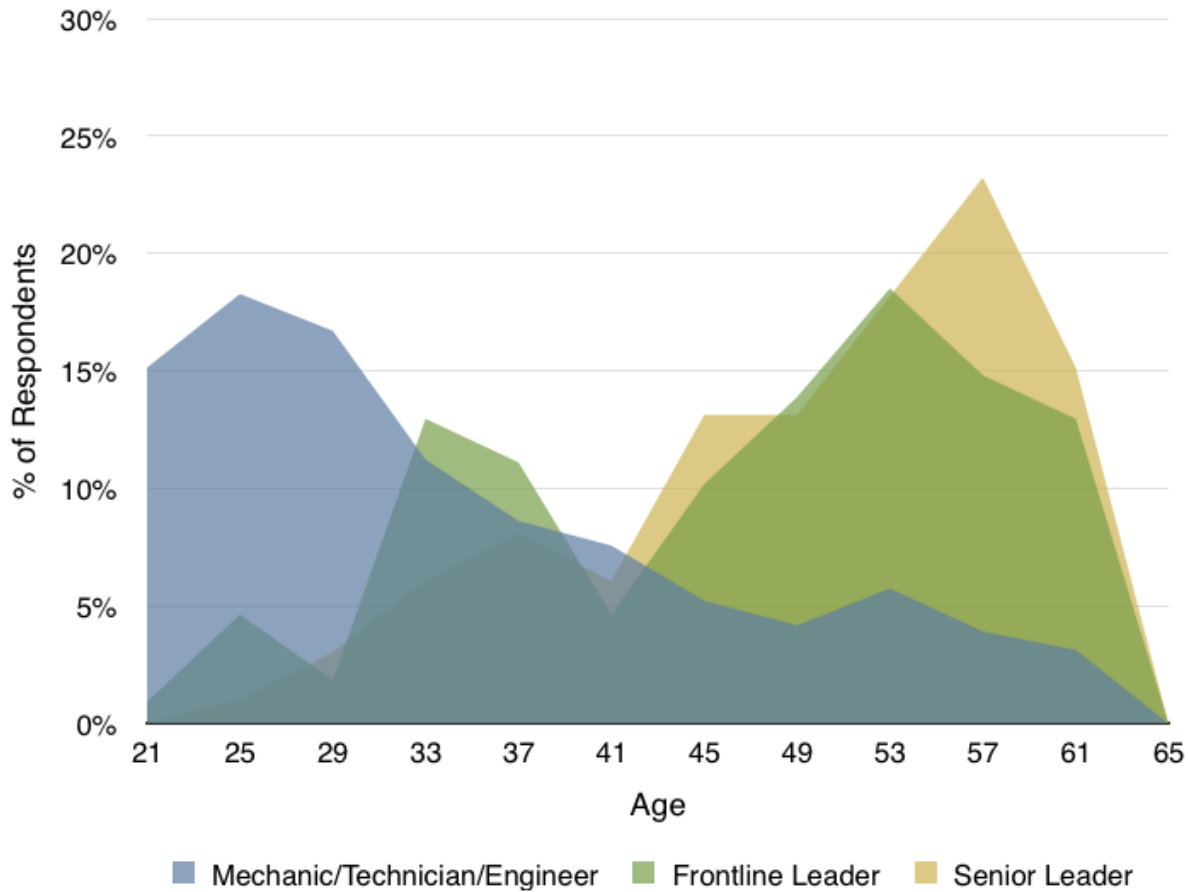
The largest sectoral representation was in Ground Transportation, which is consistent with the overall sectoral distribution of transportation trades (Heavy Duty Equipment Mechanics, Diesel Engine Mechanics, Heavy Equipment Operators, Truck and Transport Mechanics make up a significant portion of the industry).

80% of the responses can be sorted into five key sectors (although there is significant overlap between the sectors, so many in ground transportation for example, have work related to mining, forestry, oil and gas or others). The remaining 20% can be divided into:

- Agriculture (1.5%)
- Forestry (5.4%)
- Mining (4.5%)
- Oil & Gas (3.9%)
- Public Works (1.5%)
- Rail (1.2%)
- Road Maintenance (2.7%)

## Age

This research combined data with previous research conducted in 2012 <sup>5</sup>, to provide larger representation of the age and labour force across the transportation trades and different positions in the industry. Between the current research and previous data we used data from 590 respondents for these labour force estimates.

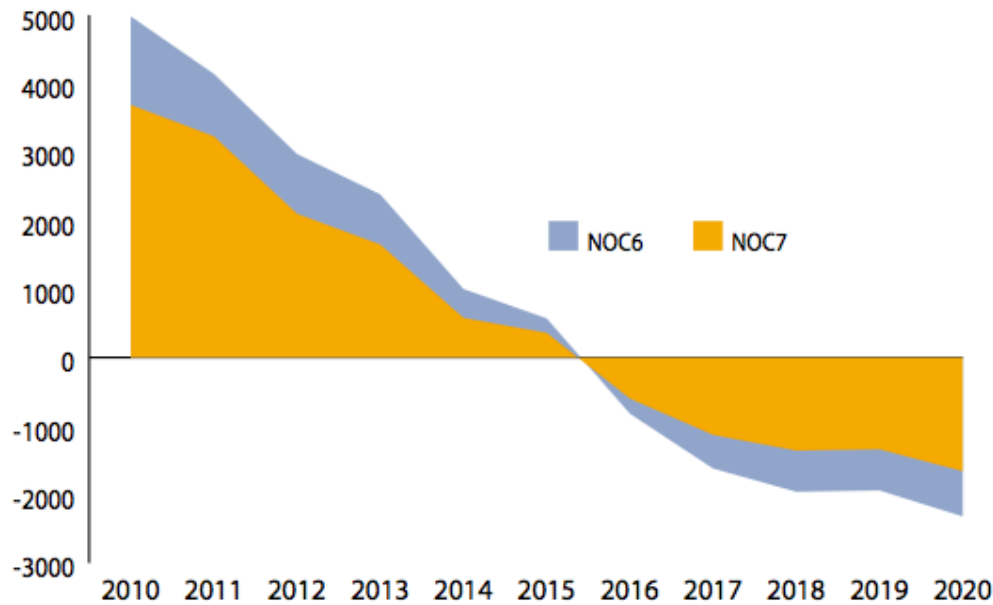


The age of mechanics, technicians and engineers is slightly skewed toward a young population because the 2012 research used apprenticeship database contact information. The median age of our shop floor responses was about 10 years younger than data from WorkBC and the Labour Force Survey, while average ages from frontline leaders and senior leaders were consistent between our results and WorkBC estimates.

<sup>5</sup> Transportation Trades Training Systems Assessment (2012). Sage Transitions

These results are consistent with BC Labour Market Scenarios suggesting that demand for workers will exceed supply between 2015 and 2016. This trend is important to note because it will have serious implications for frontline leadership: insufficient labour supply in the industry will begin to hit just as most of the frontline and senior leaders are retiring.

**Figure 4: Excess supply outlook (supply less demand), British Columbia: 2010 to 2020**



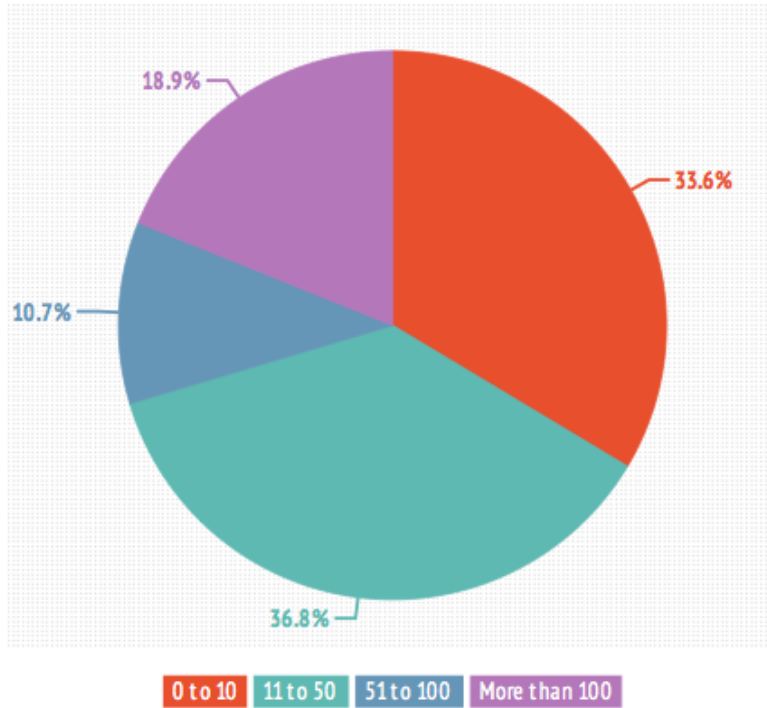
Source: BC Labour Market Scenario Model

### Position

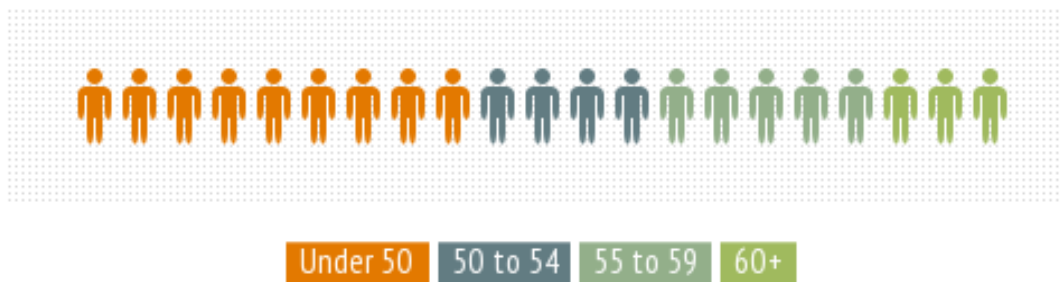
In the current study responses were collected from: 31.2% technicians, mechanics and engineers; 35.9% frontline leaders; and 32.9% senior leaders. This relatively equal representation between positions was ideal, because it allowed detailed and reliable comparisons of opinions between people in different positions and roles. If the distribution of responses was a perfect representation of industry positions, only a few dozen frontline leaders and handful of senior leaders would be represented - which would be insufficient for a meaningful analysis.

Business Size (number of employees)

## Size of companies represented



## Age Distribution of Leaders





## Results Highlights

- Strong interest in a front line leadership program
- Agreement with importance of frontline leadership credential
- Support for online assessment for front line supervisors to assess their current skills, knowledge and their strengths and weaknesses
- Interest in a rating or recommendation system so organizations and individuals can choose appropriate training courses or modules that meets their individual skill and knowledge needs
- Still more interest in classroom training, but support for combined classroom, online and webinar formats
- Very little front line supervisory training being conducted that meets supervisory or organizational needs
- Greatest weakness in current training programs is in transfer of training
- A strong majority (72%) of online survey respondents supported a frontline leadership credential, 4% were unsure. All senior leaders involved in phone surveys supported a frontline leadership credential
- Most leaders hold trades credentials
- 55% of leaders or frontline supervisors are 50+; 38% are 55+; 14% are 60+

## Contact Process

- Sent 2,690 emails using the list provided by transCDA, the ITA apprentice list from 2011 (Approximately 13% response rate)
- Sent 56 emails to front line supervisors, managers and senior managers for phone interviews or to complete the manager online survey (conducted 23 phone interviews)
- In each interview and in the online survey asked for additional interviewees, and encouraged respondents to forward the information and link to colleagues
- For the phone interviews, used follow-up emails and phone calls to encourage participation
- Obtained the ATSO list to increase participation
- 20-30% emails opened; 1.7-5.5% clicked through to survey (vary depending on contact list)

We used three email contact databases to contact those working in the transportation trades and related sectors:

Contact List	Source	Number of Contacts	Number of Bounces (%)	Number of Responses	Response Rate
Transportation Trades Supervisors	transCDA	922	102 (12.1%)	182	22.2%
Transportation Trades Apprentices	ITA	1977	471 (23.8%)	110	7.3%
Automotive Supervisors	ATSO	419	41 (9.8%)	32	8.5%
<b>Totals</b>		<b>3318</b>	<b>614 (18.5%)</b>	<b>324</b>	<b>12.0%</b>

### Process

#### Email

We used three contact sheets, of transportation trades supervisors, apprentices and Automotive Training Standards Organization supervisors. Three to four emails were sent to each contact list, inviting them to participate in the survey and be entered into prize draws. A sample contact email is provided in Appendix C.

#### Email Followup Calls

We contacted 442 potential respondents in the transportation trades supervisor contact list by phone. Potential participants were asked to either complete the survey over the phone, or online. Everyone who said they were interested or would complete it online were sent follow-up emails.

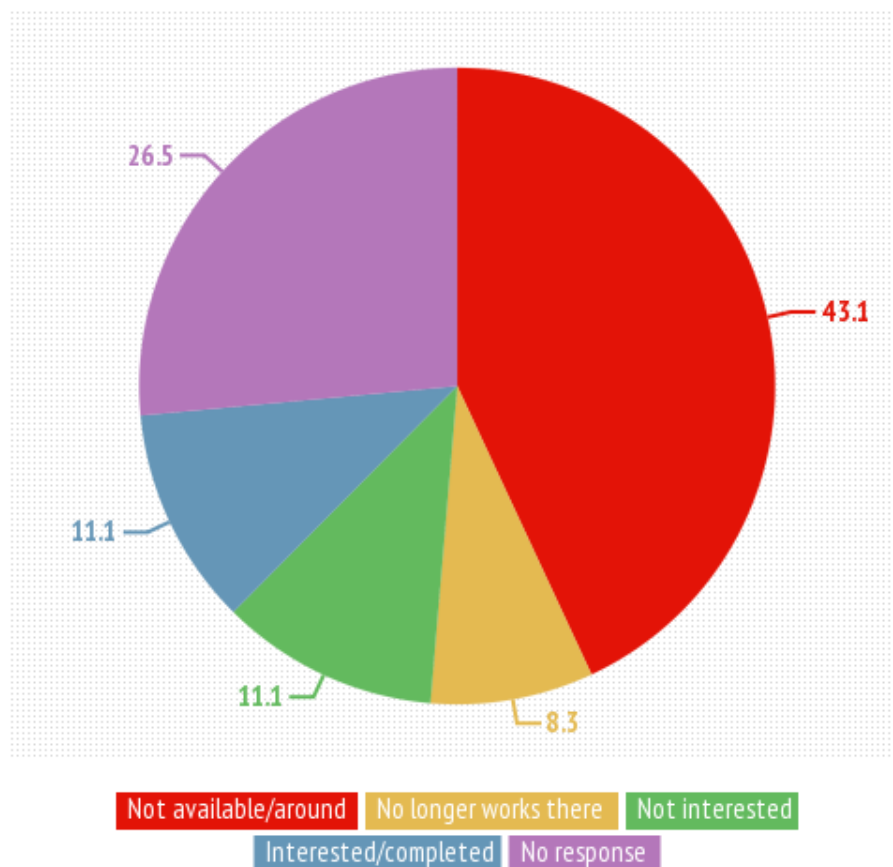
Calls were targeted based on under-represented or smaller regions and occupations (for example Railway and Marine Engine Mechanics; the Northeast, Northwest and Kootenay regions).

About 10% of people contacted by phone said they were interested in participating in the research. The chart and graph below shows responses to the phone contact. The greatest proportion of people were either not available because they were out of the office, at another location or not in that day (43.1%). A further 26.5% had contact information that was no longer in service, and had no response and/or no voicemail. Most of the industry contacts were unreachable. Further, many of those we did connect with by phone were in remote regions with poor mobile phone coverage so were difficult to contact.

In many cases, these are not people who are sitting at a desk for most of their day, thus are hard to pin down to complete a survey. Given the challenges contacting and connecting with responses, we believe a response rate of nearly one-quarter from the transCDA call sheet is an excellent result.

Number of Responses	%	Response
176	43.1%	Not available/around
34	8.3%	No longer works there
45	11.0%	Not interested
45	11.0%	Interested
108	26.5%	No response/not in service

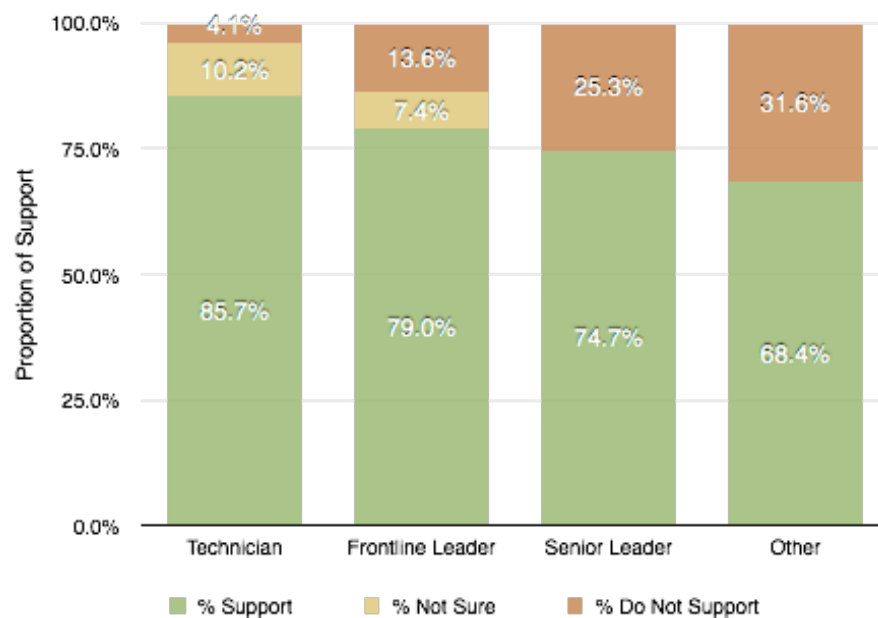
## Responses from Phone Surveys (%)



## Support for Frontline Leadership Credential

There was strong support for a frontline leadership credential across all sectors, regions and job positions. Overall, 73% said they would like to see a frontline leadership credential. The sector with the lowest support for the credential was Automotive Technicians, whereas support in all the transportation trades was higher. More details are provided later in this section.

The greatest support for the credential was amongst technicians, mechanics and engineers. Only 4% suggested they would not like to see a frontline leadership credential. Technicians, particularly saw the credential as a clear, well-defined and structured career pathway.



The “Other” category includes human resources, shop stewards, and various other positions with too few responses to make meaningful comparisons.

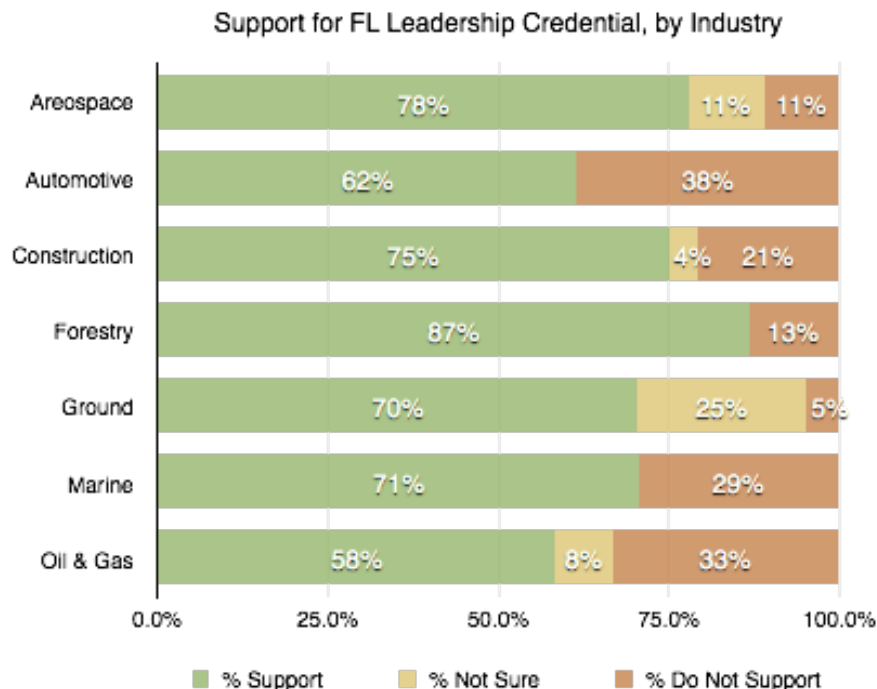
Although the the support from senior leaders was lower than other positions in the online survey, support was much stronger in the in-depth phone surveys with senior leaders. One of the main reasons people did not support the credential was because there was insufficient information. It is not possible to provide comprehensive information in a short online survey: based on the telephone interview portion of the

research we expect support would be much higher if people are provided with more detailed information.

Support was relatively strong and consistent across all sectors. The majority of those surveyed working in every sector wanted to see a frontline leadership credential. The greatest support (or greatest potential support) was in the areospace and ground sectors.

In the ground transport sector, one-quarter (25%) of respondents said they were “Not Sure” whether they would support a frontline leadership credential. Many suggested they would need more information, or that it depended on the content and delivery of the program. The major concerns (as is true of most credentials) are that:

- Current experience is recognized;
- The transferability of training, how well the training actually prepares people for success on the job; and
- “Book” knowledge is distinguished from practical, on the job work.

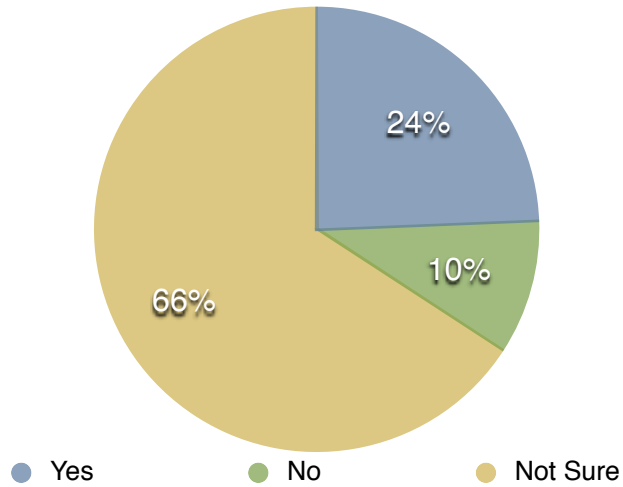


An important piece of information from the research is that most employees working on the shop floor (mechanics, technicians engineers) who said they would be interested in obtaining a frontline leadership credential. were not sure if their employers would support their training/development. About two-third of those working on the shop

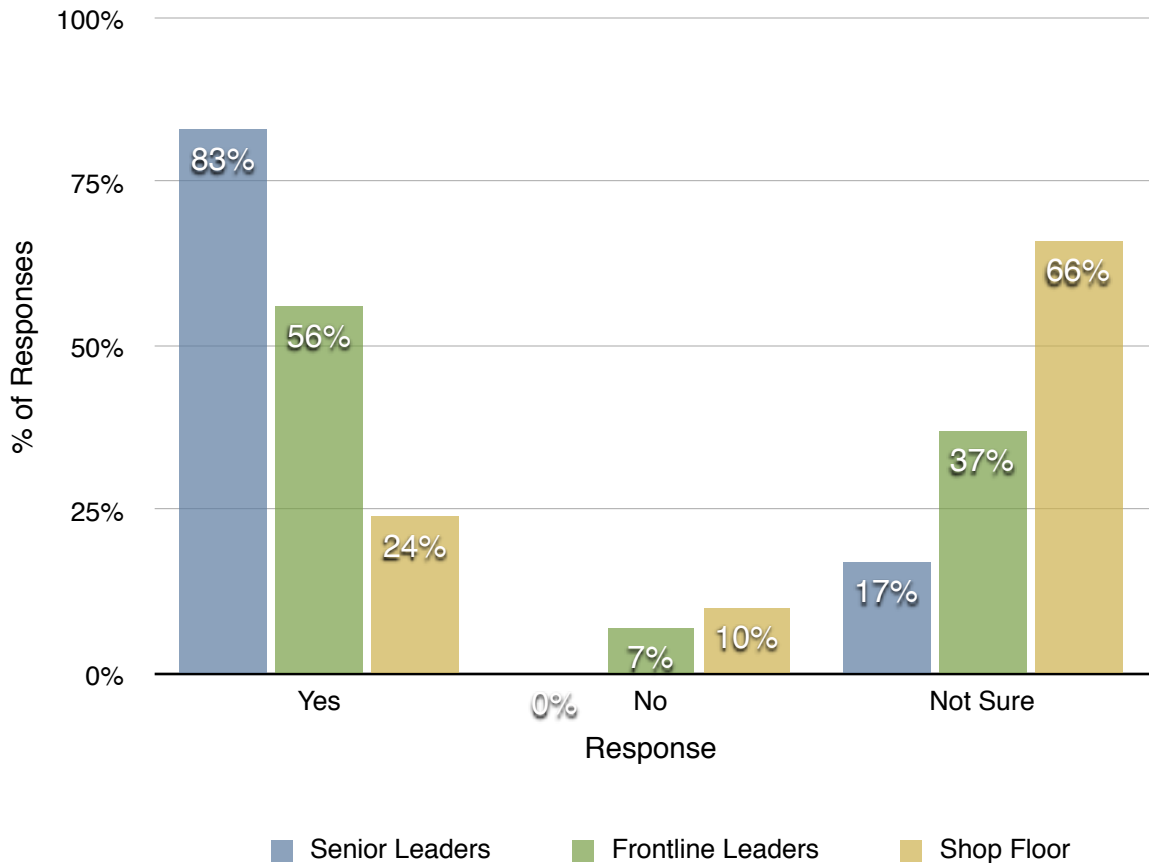


floor were unsure about their employer's support, and only 24% thought their employers would support them to obtain in training. Conversely the majority of those working as frontline or senior leaders thought their employer would support their training and development.

Would your employer support your participation in supervisory or leadership training? (Shop Floor)



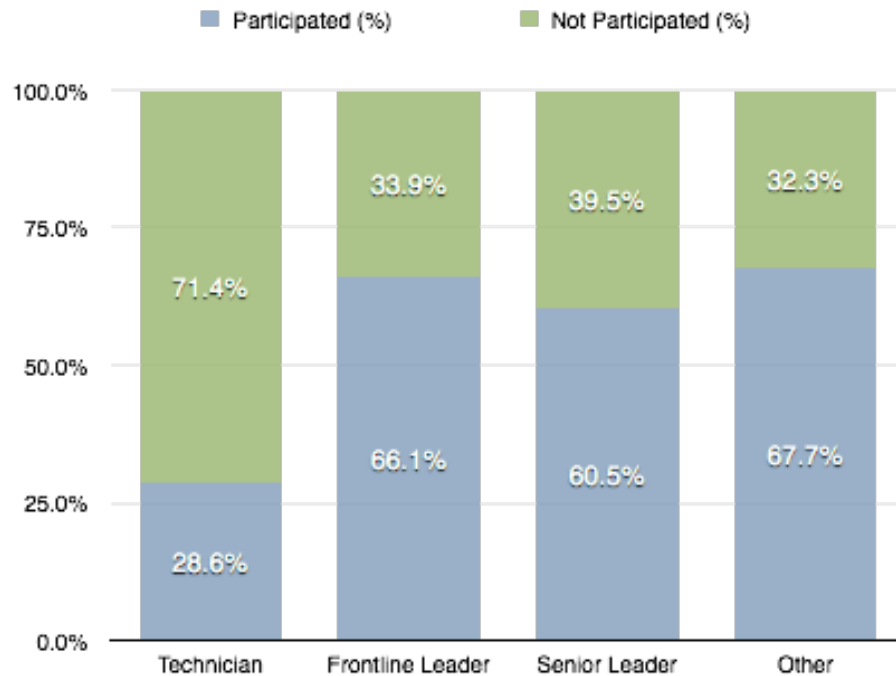
Would your employer support your participation in supervisory or leadership development?



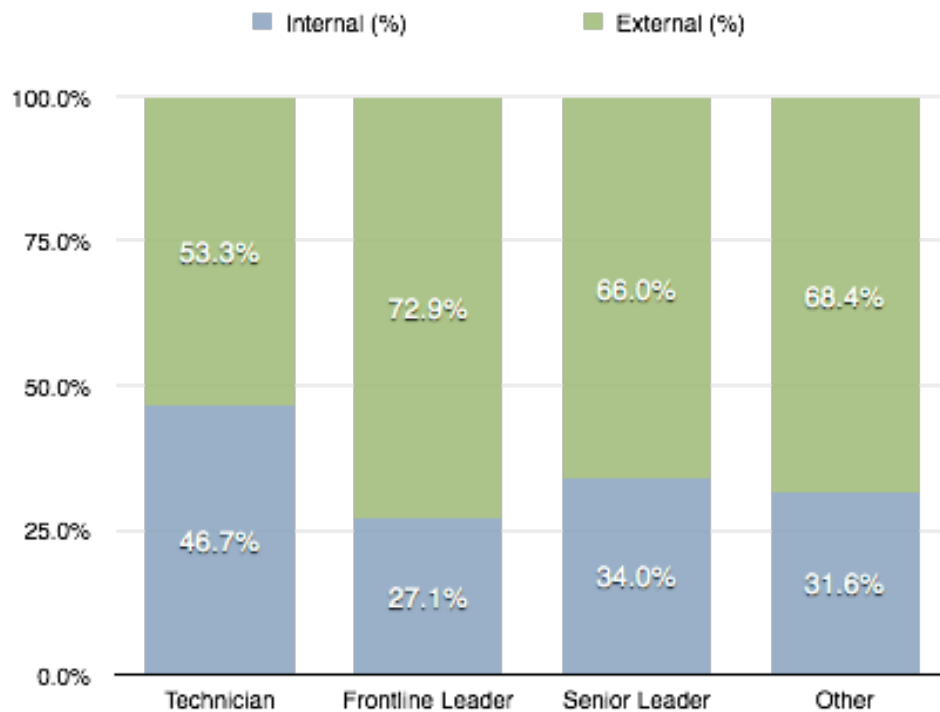
### Training and Recruiting

#### Training

There is little to no formal training that takes place in many organizations. Many frontline leaders (34%) and senior leaders (40%) had never participated in any sort of leadership training.



Of those who had participated in supervisory or leadership training two-thirds (67%) of that training was external.

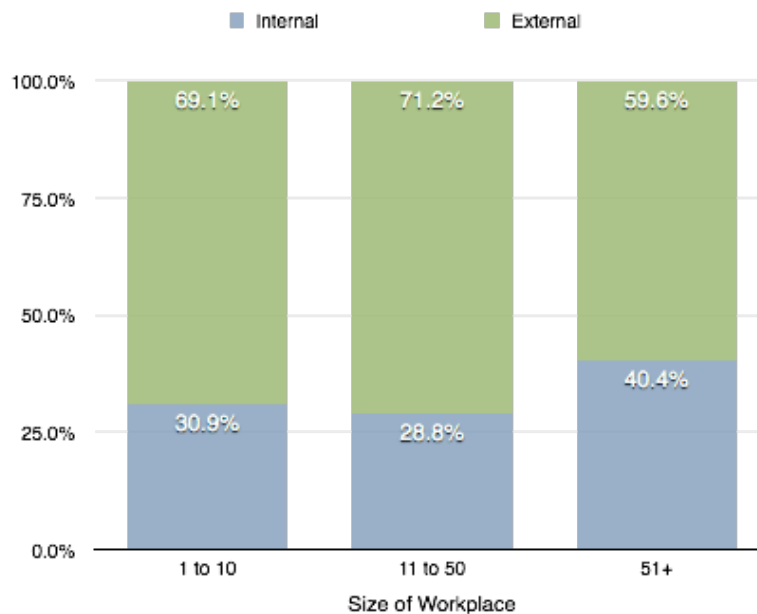


Some of the larger employers have developed training through external training organizations with which they are satisfied. This training includes customized safety,

supervisory skills, leadership skills. Some training also includes participation in formal university degree programs in marketing and management. Some companies have established relationships with independent trainers who customize training and offer it at their work sites. Others have developed training programs in collaboration with public and private training institutions, from individual courses to full training programs and degrees. One employer provides financial support for middle and senior leaders to attend masters level programs through UBC Sauder School of Business and Athabasca University. In these programs, supervisors and leaders are expected to complete the majority of the work on their own time.

Leadership training varies widely, but typically the more structured training programs are provided by large employers, and are typically for more senior leadership training. Small employers, particularly, suggest they have little time to spend on training, and are not able to pull people off the shop floor.

Smaller employers are more likely to use external training, although many large employers use external training programs for components of supervisory and leadership training, mostly for more senior leaders.



The consistent theme is that training tends to be specific to the job at hand. Frontline supervisors need to know about the business, the products, they need to understand the skills and abilities of those they are supervising. The training of these core technical and product skills related to the business is already relatively successful. The strength of internal training tends to be in the technical and job skills: the main gap is in more

general supervisory or leadership skills such as how to manage, motivate and direct people, solve conflict and demonstrate emotional intelligence attributes.

There were concerns over cost. The concern was not over the price of training, but the cost (or challenges) of losing productivity while their employees are off-site. These are not industries with surplus workers, so most companies suggest one of the main barriers would be temporarily “losing” workers to training. Given the labour force projections, this challenge is extremely unlikely to abate.

### Recruiting

There is a consistent belief across all sectors that supervisors and leaders should be promoted from within. Except for three organizations, all those interviewed prefer to recruit frontline leaders from their own shop floor.

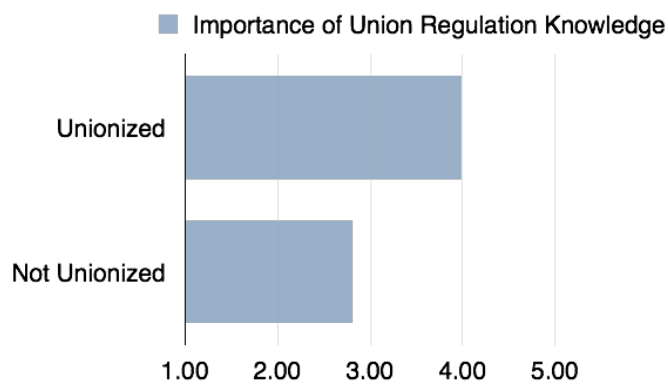
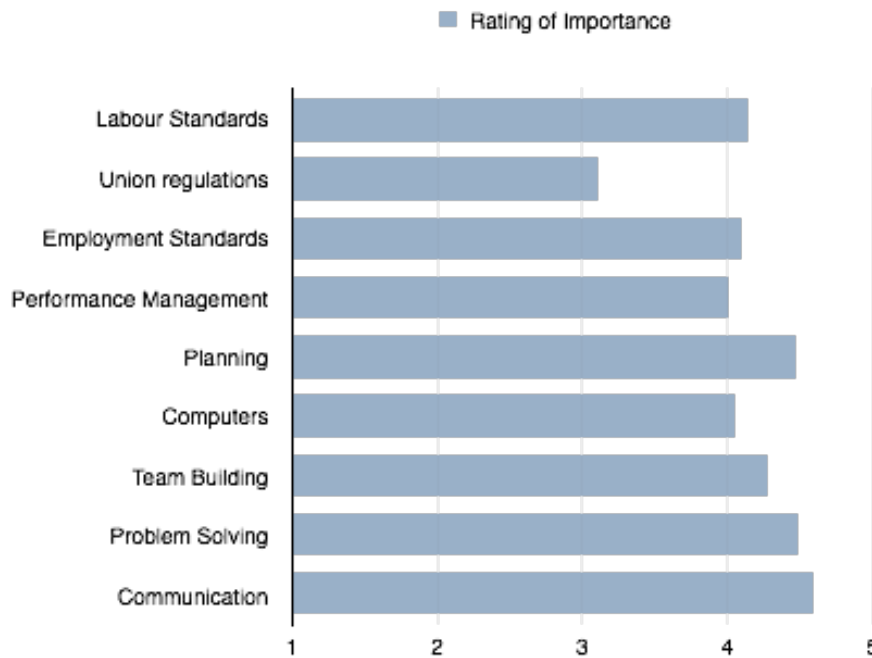
Unionized environments face an added barrier for this credential. Several leaders mentioned that some unionized environments offer supervisory positions based on seniority, not skills or qualifications. There was interest among senior leaders who managed unionized shops, in changing collective agreements to allow frontline leaders to be selected based on merit instead of length of employment.



### Training Skills & Attributes

The chart below shows how respondents rated the importance each of the following skills and abilities for a frontline leadership position.

1 = Very Unimportant; 5 = Very Important

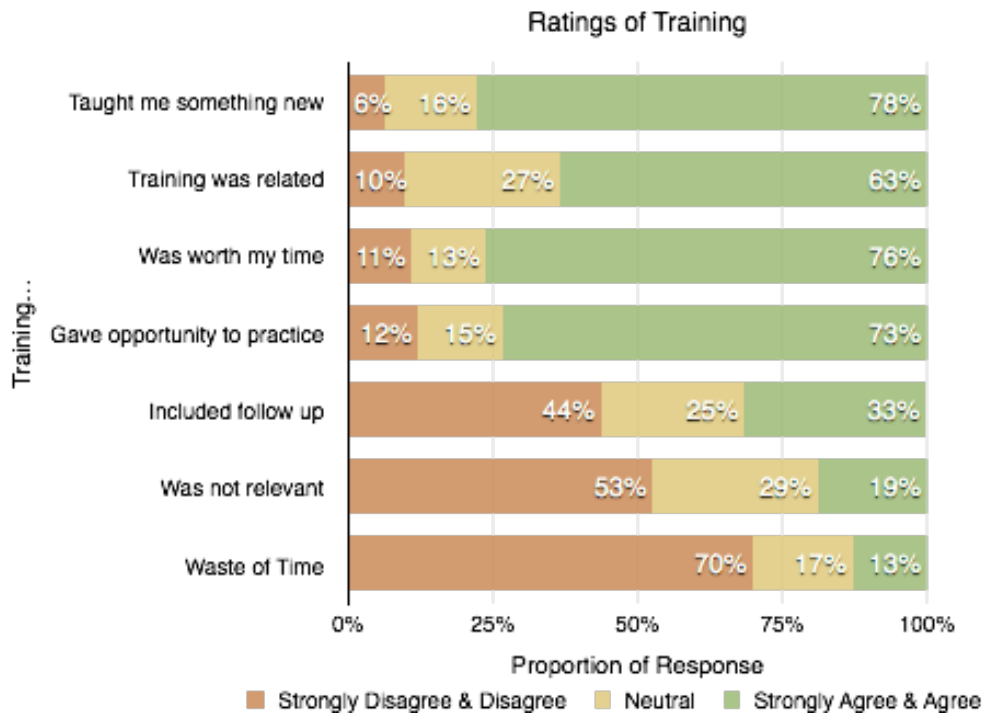


The only significant difference, was in the responses about importance of knowledge of union regulations. Unsurprisingly, the importance of union regulations was rated as more important for those working in unionized shops.

The figure below shows, for those who had taken leadership training, how strongly they agreed with the components below as they relate to their last leadership training program/course.

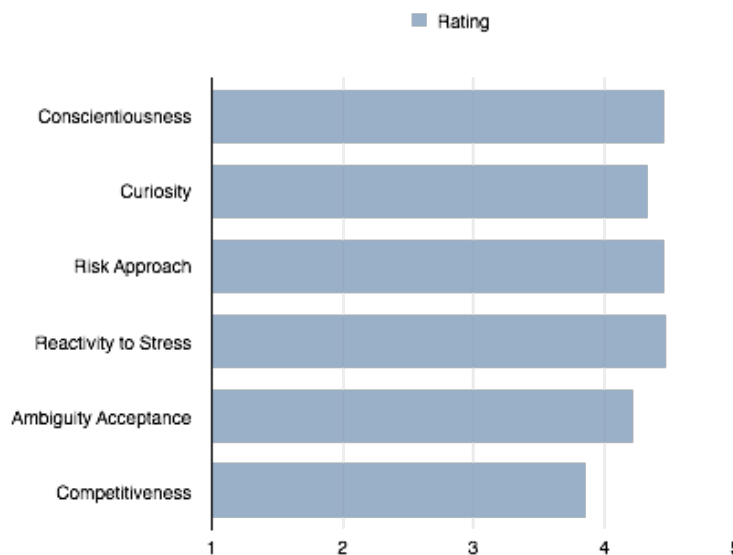


While ratings were generally positive for most of the elements there was still a large proportion of people who did not rate many of the elements positively. For example, 37% of respondents did agree that the training was related to their work. The greatest area of weakness was in transfer of training. Only one-third of respondents agreed the training included follow up.



Personality traits were clearly rated as the most important attributes or characteristics for frontline leads. Even the lowest rated personality trait was rated as more important than the highest rated skills and abilities; most personality traits were rated as substantially more important than any of the skills or abilities.

This emphasizes these traits as foundational, and the importance of selecting for foundational traits, and training skills. Integrity was also rated as one of the most important attributes (Average = 4.64)



The personality traits are<sup>6</sup>:

**Conscientiousness:** focus on schedules, order and long-term planning. Drives a strong work ethic.

**Curiosity:** openness to new information, different approaches and ways of accomplishing work.

**Risk approach:** Willingness to address difficult issues and situations, and seek to resolve them. Prepared to have difficult conversations.

**Reactivity to stress:** Resilient to impact of stress, able to manage the pressures of deadlines, decisions and supervisory requirements.

**Ambiguity acceptance:** Effectively manage complex and sometimes conflicting information, and accommodate conflicting information and direction.

**Competitiveness:** the personal need to achieve and exceed goals, and drive for success, recognition, achievement and power

<sup>6</sup> see MacRae & Furnham (2014) *High Potential*

## Barriers

These barriers are themes that emerged from the responses to the online survey. They are included to demonstrate the attitudes and beliefs that are held by a small portion of survey respondents.

### *Demand-Side Barriers*

#### 1. Beliefs about leadership (relatively small portion)

A clear pattern emerged from those opposed to a leadership credential. The traditional “Darwinian” model of success and promotion: Leadership is learned on-the-job, cannot be taught, and only the strong survive. Many of those opposed to a formal credential see regulation and formal training structures as unattractive and unproductive.

There is also a strong theme of “I didn’t need it, so why should anyone else” thought. These individuals may be difficult to persuade as they focus on their own personal experience and history instead of a focus on current workforce and labour market conditions. For example: “*I made it this far without it*”, “*I believe you work your way up through the ranks*”, “*Experience is the best teacher*”. Some leaders and companies strongly believe that leadership is a *reward to be earned* instead of a *skill to be learned*.

There were more pressing and practical concerns. Some said they would not support leadership training courses / credentials, because those workers were already needed on the floor, not in a classroom.

#### 2. Perceptions of formal structures as barriers (relatively small portion)

Another clear theme in objections to a leadership credential were views about credentials, government involvement, and “external” organizations getting involved in internal selection and promotion processes. Some stressed their opposition to greater government involvement in any way.

Others were concerned that credentials or certifications would be another level of paperwork, red tape or expense, but were not necessarily equivalent to skill competence or ability.

### *Supply-Side Barriers*

#### 3. Lack of knowledge of [formal] pathways (Substantial portion)

A clear and surprising theme that emerged from responses from technicians, mechanics and engineers was that many who were interested in leadership positions, or

developing leadership skills were not sure if their employers would support their development. A minority believed their employers would actually support their participation in a leadership training course, the majority were unsure.



## Occupational Ideal Candidate Profile

This frontline leadership profile was developed to serve as a guide in developing the research questions included in our primary research instruments and from which a comprehensive profile may be completed. We developed the initial profile by using the essential skills profile for Contractors and Supervisors in Mechanical Trades (Appendix C); Construction Supervisor, First Level, National Occupational Analysis; various similar profiles and job descriptions.

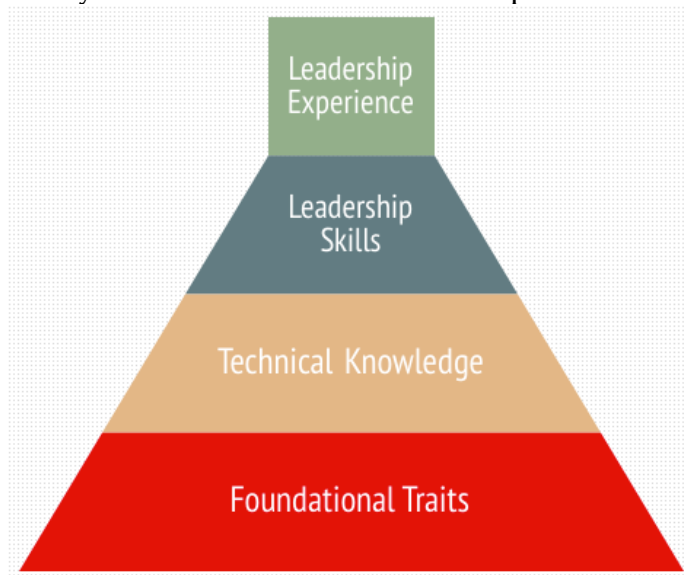
The final profile includes the following components:

- references to the essential skills which can be assessed with current HRSDC instruments;
- competencies which can be assessed in the workplace, and for which training, coaching and mentoring can be provided;
- Ideal candidate attributes which can be assessed, and for which there are stable attributes that candidates would require to be effective in the Frontline Leadership role. The final profile includes feedback from online survey responses and interviews completed during our primary research.

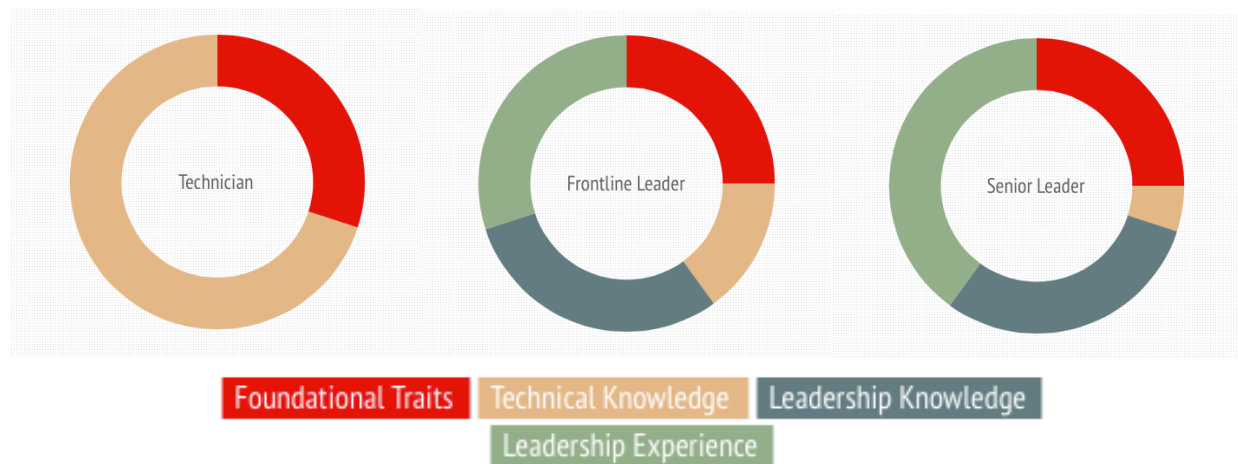
### Attributes Overview

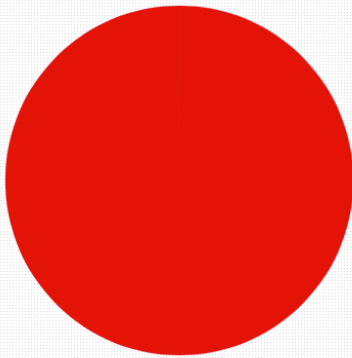
The ideal characteristics for technicians, frontline leaders and senior leaders can be broadly divided into four areas. These are broad generalizations, for the purpose of categorizing and making recommendations about training program; and developing seamless career planning to develop technicians with leadership potential into high performing frontline or more senior leaders.

Key Characteristics for Leadership Positions



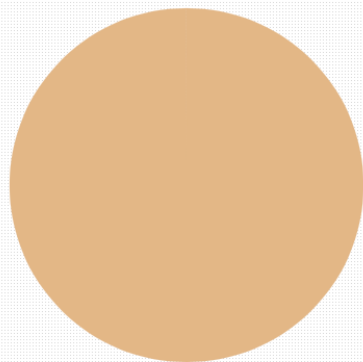
The figures below provide guidelines regarding the importance of characteristics for different positions. These are intended as general guidelines, that should be tailored to particular positions and workplaces.



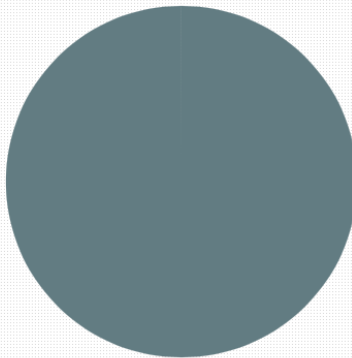
**Cluster A: Foundational Characteristics**

Foundational traits are the important, consistent attributes that affect how people think and behave at work. These are stable, psychological attributes, like personality that directly influence performance.<sup>7</sup>

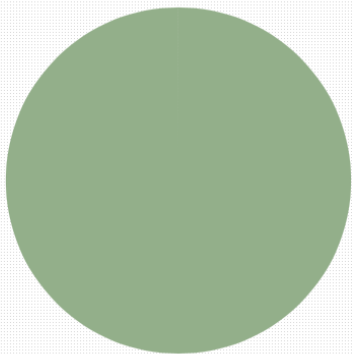
These characteristics are equally important for all jobs irrespective of occupation or position.

**Cluster B: Technical Knowledge**

Technical knowledge is learning required to work on the shop floor. This is both theoretical and practical knowledge. It is obtained either during training, on the job or through a combination of both. Technical knowledge is essential for technical jobs, and a strong asset for leaders: this is more important the more time the leader is spending on the shop floor, and the degree of supervision and support they provide to technicians.

**Cluster C: Leadership Knowledge**

Leadership Knowledge is the understanding of policies, procedures, leadership and supervisory principles and best practices. It can be obtained either through training on the shop floor. High potential leadership candidates start gaining leadership knowledge by observing their supervisors and managers.

**Cluster D: Leadership Experience**

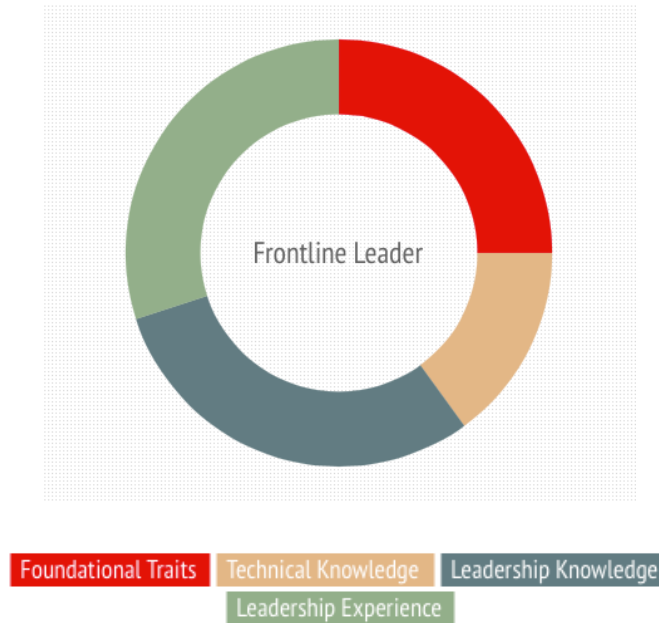
Leadership experience is achieved through practice in leadership positions. Leadership knowledge is an asset for developing experience because it helps to make informed decisions.

Experience is an asset that becomes more important at more senior leadership positions.

<sup>7</sup> MacRae & Furnham (2014). *High Potential: How to Spot, Manage and Develop Talented People at Work*

## The Ideal Candidate

As was described in the previous diagram, the ideal candidate profile can be summarised through this diagram.



However, employers are faced with a decision. Should the employer:

- A. Look to hire the ideal candidate at whatever cost and effort; or
- B. Hire the high potential candidate, with the right foundational characteristics and train for other knowledge and skills.

Option A is challenging, and labour market forces make it even more difficult to find “ideal candidates”. Instead, the emphasis on finding those with *high potential* of succeeding in a leadership position would prove more advantageous and cost-effective to employers. These candidates have a high probability of succeeding in frontline leadership positions if given the appropriate training, experience and support.

The research in this report shows there is currently a substantial gap in the area of Leadership Knowledge for frontline supervisors. There is little formal training to develop that knowledge. There is a larger pool of workers with technical experience, and there are opportunities for these candidates with high potential to gain training and experience.

Thus, a leadership credential or training program would be most successful if it focused on training (and transfer of learning) for the current skill gaps, which we have summarised in the Occupational Tasks Profile.

# Occupational Tasks Profile

<b>A. Health and safety standards</b>	Describe <b>health and safety standards</b>	Apply <b>health and safety standards</b>	Communicate and monitor health and safety standards and practices in the workplace	Work with health and safety professionals to ensure a safe workplace
<b>B. Labour, employment standards and union regulations, policies and practices and collective agreements</b>	Describe <b>employment standards and union regulations, policies and practices</b>	Apply <b>employment standards and union regulations, policies and practices</b>	Communicate <b>employment standards and union regulations, policies and practices</b>	Analyze changes to <b>employment standards and union regulations, policies and practices</b>
<b>C. Performance management system and processes</b>	Describe employer expectations and responsibilities for each employee	Communicate employer expectations and responsibilities to each employee	Describe performance management practices	Apply performance management practices for trade practice
	Apply relevant laws, regulations, policies and practices to others	Describe training and career planning processes and systems	Apply training and career planning processes and systems	
<b>D. Plan and organize work</b>	Describe scope of and process for completing work	Plan and communicate work schedules and responsibilities to others	Manage work schedules for self and others	Organize physical worksite
	Evaluate quality and quantity of work performed against performance expectations and employer requirements			
<b>E. Computers and internet</b>	Use word-processing, internet browsers and spread sheet programs	Use company-based computer systems	Use computer technology to prepare reports and obtain information	



<b>F. Develop effective team(s)</b>	Describe the tools and techniques to build effective teams	Apply the tools and techniques to build effective teams	Model effective team behaviours	Address conflicts or differences between team members
	Describe effective methods of supervising colleagues while a member of the bargaining unit	Apply effective methods of supervising colleagues while a member of the bargaining unit	Describe methods of engaging and obtaining commitment from employees	Apply methods of engaging and obtaining commitment from employees
<b>G. Problem-solving</b>	Identify problems and issues	Apply effective problem-solving techniques	Encourage others to apply problem-solving techniques	Support and coach others to use effective problem-solving skills
<b>H. Customer-service</b>	Describe customer service processes and systems	Apply customer service processes and systems	Demonstrate and model effective customer service	Support and coach others to provide effective customer service
<b>I. Emotional Intelligence</b>	Apply intrapersonal emotional intelligence	Apply interpersonal emotional intelligence	Demonstrate effective stress management techniques	Demonstrate adaptability and flexibility

## Appendix A: Essentials Skills Profile

### Essential Skills

Contractors and Supervisors, Mechanic Trades

NOC 7216

#### Introduction

This unit group includes heating, refrigeration, air conditioning, millwrighting and elevator installation trade contractors who own and operate their own businesses. This group also includes supervisors who supervise and co-ordinate the activities of workers classified in unit groups within the following minor groups: Machinery and Transportation Equipment Mechanics (Except Motor Vehicle) (731), Automotive Service Technicians (732) and Other Mechanics (733). They are employed in a wide range of establishments; places of employment are indicated in the unit group descriptions.

The most important Essential Skills for Contractors and Supervisors, Mechanic Trades are:

- Document Use
- Oral Communication
- Job task planning and organizing

#### Document Sections

- Reading Text
- Document Use
- Writing
- Numeracy
- Oral Communication
- Thinking Skills
  1. Problem Solving
  2. Decision Making
  3. Critical Thinking
  4. Job Task Planning and Organizing
  5. Significant Use of Memory
  6. Finding Information
- Working with Others
- Computer Use

- Continuous Learning
- Notes

<http://www10.hrsdc.gc.ca/es/English/ShowProfile.aspx?v=248>

## Appendix B: Detailed Labour Supply & Demand Charts

*Note: These charts will be tidied up and double-checked*

Designation	NOC Code	Estimated Workforce
Aircraft Maintenance Technician	NOC 2244 Aircraft Instrument, Electrical and Avionics Mechanics, Technicians and Inspectors	845
Aircraft Structural Technician	NOC 7315 Aircraft Mechanics and Aircraft Inspectors	3,070

### Technicians

Aerospace	Marine	Ground	Construction
NOC 2244 Aircraft Instrument, Electrical Avionics Mechanics, Technicians and Inspectors <b>845</b>	NOC 2274 Engineer Officers, Water Transport <b>820</b>	NOC 7432 Railway Track Maintenance <b>545</b>	NOC 7421 Heavy Equipment Operator <b>11,100</b>
NOC 7315 Aircraft Mechanics and Aircraft Inspectors <b>3,070</b>	NOC 7434 Engine Room Crew, Water Transport <b>120</b>		
		NOC 7312 Heavy Duty Equipment Mechanics	

Using the chart below, we can ensure the primary research includes appropriate representation for each of the occupations in the chart below and target interview and focus group samples appropriately.

Aerospace	Marine	Ground	Construction
Aircraft Maintenance Technician	Inboard/Outboard Mechanic	Forklift Mechanic	Agricultural Equipment Technician
Aircraft Structural Technician	Marine Engine Mechanic	Hydraulic Service Mechanic	Asphalt Paving/Laydown Technician
	Marine Mechanical Technician	Railway Car Technician	Heavy Equipment Operator
	Marine Service Technician	Transport Trailer Technician	
		Truck and Transport Mechanic	Hydraulic Service Mechanic
		Tire Repairer	
		Heavy Duty Equipment (Technician) Mechanic	
		Diesel Engine Mechanic	

Trade	NOC	Current Workforce	Estimated Supervisors (Lower Estimate)	Estimated Supervisors (Higher Estimate)
Diesel Engine Mechanic	7312	5,970	244	398
Heavy Duty Equipment Mechanic				
Agricultural Equipment Technician				
Truck and Transport Mechanic	7321	15,805	645	1,054
Transport Trailer Technician				



Trade	NOC	Current Workforce	Estimated Supervisors (Lower Estimate)	Estimated Supervisors (Higher Estimate)
Tire Repairer				
Heavy Equipment Operator	7421	11,100	453	740
Asphalt Paving/ Laydown Technician	7611 <i>*Mostly other occupations</i>	22,735	-	
Other occupations in 7611				
Inboard/ outboard mechanic	7335	1,180	48	79
Marine Service Technician				
Other occupations in 7355				
Forklift mechanic	7334	485	20	32
Other occupations in 7334				
Aircraft Maintenance Technician	2244	845	34	56
Aircraft Structural Technician	7315	3,070	125	205
Marine Mechanical Technician	2274	820	33	55
	7434	120	5	8
TOTAL		39,395	1608	2626

	Included	Not Included
NOC 7216 Contractors & Supervisors, Mechanic Trades (1,820)	Aircraft mechanics and inspectors (3,070)	Heating systems (115)
Estimated 1,551 in included trades	Heavy duty equipment mechanics NOC7312 (5,970)	Air conditioning & refrigerating (2,045)
Approx 24 employees/supervisor	Railway car repairers WorkBC doesn't have numbers (must be small)	Railyard worker (220) Railway and motor transport labourers (535)
	Railway equipment maintenance inspector No WorkBC numbers NOC 7314	Printing machine repair
	Aircraft maintenance technician (845)	Textile machine mechanics (30)
	Heavy Equipment Operator 11,100	Appliance repair shop (1,145)
	Motor vehicle repair 15,805	Industrial mechanics (3,705)
	36,790 (82.5%)	7,795 (17.5%)

Total 44,585

Trade	NOC	Current Workforce	Projected Demand	Projected Supply	Shortage (as % of demand)
Diesel Engine Mechanic	7312	5,970	1,604	1,487	-7.29%
Heavy Duty Equipment Mechanic					
Agricultural Equipment Technician					

Trade	NOC	Current Workforce	Projected Demand	Projected Supply	Shortage (as % of demand)
Truck and Transport Mechanic	7321	15,805	3,750	3,507	-6.48%
Transport Trailer Technician					
Tire Repairer					
Heavy Equipment Operator	7421	11,100	3,453	2,833	-17.96%
Asphalt Paving/ Laydown Technician	7611	22,735	5,458	4,559	-16.47%
Other occupations in 7611					
Inboard/ outboard mechanic	7335	1,180	317	298	-5.99%
Marine Service Technician					
Other occupations in 7355					
Forklift mechanic	7334	485	130	122	-6.15%
Other occupations in 7334					
Aircraft Maintenance Technician	2244	845	192	183	-4.69%
Aircraft Structural Technician	7315	3,070	825	765	-7.27%
Marine Mechanical	2274	820	226	216	-4.42%

Trade	NOC	Current Workforce	Projected Demand	Projected Supply	Shortage (as % of demand)
Mechanical Technician	7434	120	-	-	

NOC	Mainland/ Southwest	Thompson- Okanagan	Vancouver Island/ Coast	Kootenay	Cariboo	North Cost & Nechako	Northeast	Total
7312	2,762	939	841	390	538	255	249	5,975
Demand	721	208	241	115	137	117	65	1,604
Supply	703	183	220	103	131	89	59	1,487
7321	9,241	2,298	2,185	482	850	318	435	15,809
	2,239	431	614	110	192	104	60	3,750
	2,179	381	535	88	179	85	54	3,501
7421	3,648	2,411	1,808	1,171	730	454	879	11,101
	892	381	673	401	182	588	336	3,453
	867	304	632	349	174	195	312	2,833
7611	12,798	3,072	4,118	1,013	739	392	609	22,741
	2,741	163	1,458	241	37	625	192	5,458
	2,618	37	1,368	184	25	147	180	4,559
7335	623	150	256	33	60	31	27	1,180
	174	34	75	7	15	12		317
	169	31	66	6	15	10		298
7334	256	62	105	14	25	13	11	485
	71	14	31	3	6	5		130
	70	13	27	2	6	4		122
2244	531	87	134	22	27	19	25	845
	123	18	29	7	5	6	5	192
	120	16	26	6	5	5	5	183
7315	1,421	483	433	201	277	131	128	3,074
	371	107	124	59	70	60	33	825
	362	94	113	53	67	46	30	765
2274	423	88	227	13	23	34	12	820
	110	19	76	4	4	7	6	226
	109	18	69	2	4	9	5	216
Total Gap	-244	-300	-264	-156	-41	-934	-53	-1,991



NOC	Mainland/ Southwest	Thompson- Okanagan	Vancouver Island/ Coast	Kootenay	Cariboo	North Cost & Nechako	Northeast	Total
Regional %	12.26%	15.06%	13.24%	7.83%	2.06%	46.89%	2.66%	1
	31,702.96	9,590.95	10,106.12	3,338.26	3,268.43	1,647.46	2,375.33	62,030

Based on 2010-2015

Estimates, based on 3-digit NOC codes

Too few occupations in 7434 for regional analysis

NOC	Mainland/ Southwest	Thompson- Okanagan	Vancouver Island/ Coast	Kootenay	Cariboo	North Cost & Nechako	Northeast	Total
7221	133	31	15	14	22	2	9	226
Demand	41	9	7	4	6		3	70
Supply	40	8	6	4	6		3	67
Gap	-1	-1	-1	0	0	0	0	-3
7216	426	105	116	30	30	13	20	740
	116	19	44	10	5	14	7	215
	113	16	41	8	5	3	7	193
Gap	-3	-3	-3	-2	0	-11	0	-22
7217	888	219	242	63	63	27	42	1,542
	242	40	92	21	10	29	15	448
	235	33	85	17	10	6	15	402
Gap	-6	-6	-6	-4	0	-23	0	-46
TOTAL gap	-10	-10	-10	-6	0	-34	0	-71
Regional %	14.47%	14.47%	14.47%	8.71%	0.00%	47.88%	0.00%	

NOC7217 Supervisors & Contractors, workforce 2,775 for all occupations in chart below.  
So Approx 744 HEO supervisors

	<b>Workforce</b>	<b>Included</b>	<b>% of Industry</b>
7371: Crane Operators	1,365		3.30%
7372: Drillers and Blasters	460		1.11%
<b>7421: Heavy Equipment Operators</b>	<b>11,100</b>	<b>YES</b>	26.81%
7451: Longshore Workers	2,495		6.03%
7452: Material Handlers	23,675		57.18%
7422: Public Works Maintenance Operators	1,635		3.95%
7432: Railway Track Maintenance	545		1.32%
7373: Water Well Drillers	130		0.31%
Total	41405	11,100	

# Appendix C: Sample Survey Invitation Email

transCDA is researching frontline leaders and supervisors in the Transportation Trades. Complete the quick questionnaire for a 1 in 400 chance of winning an iPad2 or \$400 gas gift card.

Is this email not displaying correctly?  
[View it in your browser.](#)



## Please complete our short questionnaire

We're asking for 5-15 minutes of your time to complete a short questionnaire about frontline leadership and supervisory positions in the transportation trades. The industry is facing a looming worker shortage, particularly in leadership positions. The Transportation Career Development Association of BC is looking for ways to ensure there is sufficient capacity of qualified workers to fill expected job vacancies. We would like you to share some of your expertise in the Transportation Trades industry in this short survey. [Click here to start the survey now.](#)

Once you complete the survey you will be entered into a prize draw for your choice of either:

- An iPad2 or;
- A \$400 gas gift card

### Worker Shortages

Transportation Trades Career Development Association (transCDA) has hired Sage Transitions to research how to recruit, train and retain enough front line leaders such as charge hands, lead hands, team leaders, supervisors and foremen. The demand for frontline leaders is projected to exceed worker supply in the coming years. The transportation industry will need, within the next ten years, enough frontline leaders equivalent to more than half of the current workforce.

### Take the Survey

Your name was provided to us by transCDA. Your feedback will help us develop a human resource strategy and a set of leadership and supervisor training options to better meet industry demands. All your responses will be confidential.

[Please click here to take the short survey for a 1 in 400 chance of winning an iPad2 or \\$400 gift card](#)

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