

MANITOBA *School Counsellor*

FALL 2017



THE CRITICAL ROLE OF SCHOOL COUNSELLORS WHEN IT COMES TO THE PREVENTION OF BULLYING

THE 2017 LOST PRIZES/ICIE SEMINARS LOOKED AT MEETING THE NEEDS OF NEWCOMERS

ENCOURAGING GIRLS INTO THE CAREER OF ENGINEERING

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MESSAGE FROM THE PRESIDENT OF THE MSCA

Jennifer Stewart

Welcome to the 2017/18 school year! I hope everyone has had a great start so far. This is just the beginning of an awesome year and I know we are all optimistic about the upcoming opportunities to work with colleagues, students, and families in our communities.

Our executive team will be working hard throughout this year to plan and prepare some great learning opportunities for our MSCA members. Big shout out to our MSCA executive for their hard work and dedication; Carolynne, John, Jennifer, Shamain, and Joëlle.

MSCA is starting off by offering an excellent professional development session for MTS PD day on October 20, 2017, "Working with Children and Youth with Complex Needs: Skills to Build Resilience" guest speaker Dr. Michael Ungar, PhD at the Victoria Inn Conference Centre. Check out our website for more information and to sign up for this great event, msca.mb.ca.

We will be offering three more professional development sessions throughout the school year for our MSCA members. All information will be posted on our website and an email will be sent out to all current members, so keep your eyes open for these exciting events. If you have any requests for PD sessions to be offered, please contact an executive MSCA member.

On behalf of MSCA, I wish you all a successful year filled with many learning opportunities, goals accomplished, and triumph in challenges. ♦

Manitoba School Counsellors' Association — AWARDS 2017 —

At MSCA's annual general meeting in May 2017, several scholarships and awards were handed out to deserving MSCA members. Congratulations to these very deserving recipients.



From left to right: Jennifer Stewart, MSCA president, Danielle Savage, scholarship winner, Kelcie Terrick, scholarship winner, Natasha Herring, scholarship winner, Nicole Rosevere, scholarship winner, and Carolynne Pitura, MSCA scholarship/award chairperson.

William E. Schultz Scholarship

This scholarship is awarded to MSCA members and is intended to support those individuals who are furthering their academic studies in the area of counselling.

Congratulations to Kelcie Terrick, Nicole Rosevere, Natasha Herring, and Danielle Savage.

Margaret Woods Award for Outstanding Achievement 2017

This award is intended to honour outstanding service by a counsellor and MSCA member who has made an impact in the profession.

This year's award is being given to an individual for her work in the area of therapeutic play with children. She has promoted this area of study in her own school and at the University of Manitoba. Her work supporting fellow colleagues and informing their practice has shown her dedication as a counsellor and as a leader in the professions.

Congratulations to Mia Guenther.

R. J. Cochrane Award 2017

This award, named after one of the founding members of the Manitoba School Counsellors' Association, is our most prestigious award. Awarded periodically, the R.J. Cochrane Award recognizes exceptional commitment, leadership, and initiative in counselling far beyond the basic requirements of the job.

This year's recipient was chosen for this award because of her significant contributions to the field of counselling through the University of Winnipeg and abroad. Her research working with refugee students inside multiple school divisions and the implementation of strategies to help teachers in the classroom provincially and nationally have been changing the support systems that are provided to refugee students. We are also grateful for her long-term commitment to MSCA and the variety of tasks she has taken for this organization over the years.

Congratulations to Dr. Jan Stewart.



Dr. Jan Stewart (centre), the recipient of the R.J. Cochrane Award for 2017. Pictured with MSCA president Jennifer Stewart (left) and Carolynne Pitura (right).

PREVENTION AND INTERVENTION OF BULLYING

The critical role of school counsellors



BY MARY HALL, PHD

School safety is affected by multiple factors at the individual, peer, classroom, school, and community levels. Clearly, the complex nature of problems such as bullying requires a multifaceted approach to prevention and intervention. However, one common theme emerges from the approaches – the importance of adult-student relationships. When schools give priority to fostering relationships built on care, respect, trust, and inclusivity at all levels, safe learning environments will be assured, and all students will have the opportunity to meet their full potential. School counsellors play a critical role in making this goal a reality.

Schools in Manitoba place a high priority on the promotion of safe and caring learning environments recognizing that is paramount to the emotional, social, and academic development of their students. This said, insidious forms of bullying – physical, verbal, and social exclusion – still persist notwithstanding the efforts of schools to discourage these and to provide positive learning and work environments for all. Accordingly, an opportunity exists for school counsellors to pay particular attention to promoting a safe and positive school environment.

School counsellors need to be ever vigilant to all forms of bullying, dynamics, and root causes. Recent studies are also increasing awareness of the nature, scope, and consequences of complex issues such as homophobia and gender bias in schools. The findings have significant implications for policy and curriculum development, as well as teacher and school staff education and training.

Notably, cyberbullying is an emerging challenge and requires particular attention by school counsellors. It is an everchanging problem that can jeopardize the emotional wellbeing of students through its unique challenges – it is perceived to be anonymous,

can occur 24/7, and extends to an infinite audience. Awareness and understanding of this continuously evolving phenomenon are the keys to effective prevention and intervention. Counsellors play a key role in facilitating the training of school staff by contributing to an awareness and understanding of all forms of bullying, recognizing the need to address the root causes of the problem, and providing counselling and support for all members of the school community.

Students with exceptional learning needs represent another distinct student population group particularly vulnerable to

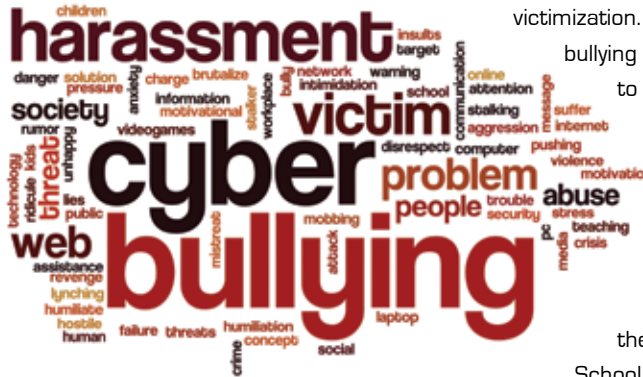
victimization. In addition, racism, gender-based bullying and mental health issues continue to be troubling matters that warrant

attention and intervention in schools. To compound the challenge, many of these problems are deeply entrenched and their origins are rooted at an early age. Clearly, parents need to be at the centre of preventative initiatives.

School counsellors are in the unique position to provide support for parents, staff, children, and youth, ultimately contributing to a respectful, inclusive learning environment.

Ongoing communication, visibility, and connections amongst school staff and families are highly effective in meeting the needs of all students. With a new school year upon us, we are reminded to seek to develop relationships with all stakeholders, and most importantly, students, to ensure a safe and positive school experience. Each student passing through the school doors needs to be surrounded by a circle of support that consists of adults who care, trust, respect, and believe in him or her.

Mary Hall, PhD, is an education consultant and former director of Safe Schools Manitoba. Hall is available to provide training, support and resources to help foster a safe and positive school environment. She can be reached via email at mtmhall@gmail.com. ♦





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MEETING THE NEEDS OF NEWCOMERS

The 2017 Lost Prizes/ICIE seminars took a look at supporting refugee students

BY SHAYNA WIIWERSKI

The fifth-annual Lost Prizes/The International Centre for Innovation in Education (ICIE) seminars were held at the University of Winnipeg from July 12 to 15, 2017.

Educators gathered at the University of Winnipeg July 12 to 15, 2017 to take part in the fifth-annual Lost Prizes/The International Centre for Innovation in Education (ICIE) seminars.

This year's conference theme was on supporting newcomers to Canada and refugee children. The annual conference is for teachers who are beginning their careers or are already in practice. By attending the seminars, they can also gain credit hours in the post-baccalaureate diploma in education.

Lost Prizes, which was a term developed to acknowledge talented individuals who were lost or 'slipped through the cracks', provides additional training through the use of speakers from around the world and connecting them with the conference theme. Participants attend three-day condensed courses either before or after the conference with different guest instructors before participating in the conference itself. This year, Lost Prizes offered different courses in supporting trauma-affected learners, emotional intelligence, and educational leadership, borrowing on Indigenous perspectives and storytelling.

"This year, our theme really focused on meeting the needs of newcomers, as well as Indigenous people. [The goal was to] find that sense of belonging and understanding the resources in schools and communities, not just students, but families as well," said Kari McCluskey, Lost Prizes coordinator.

The theme of this year's conference was also a venue to disseminate the findings of a three-year research program led by Dr. Jan Stewart, the acting dean of the Gupta Faculty

of Kinesiology and Applied Health, as well as the professor and coordinator of the Advanced Studies in Education at the University of Winnipeg, that investigated schools and communities in Calgary, Winnipeg, St. John's, and Charlottetown to learn about the shared and disparate approaches to career development for refugee and newcomer children.

"We travelled across Canada and North America to do professional development courses [on this topic] ... we did 300 interviews and they were the ones that said they want [the conference] on this topic," said Stewart. "The feedback was overwhelmingly positive, people were saying that it was a meaningful conference full of new ideas and these new topics offered a new dimension of who we consider to be at risk."

The conference officially started on the evening of July 12 with keynote speaker Ishmael Beah. *The New York Times* best-selling author is a former child soldier from Sierra Leone, and was introduced before his keynote by three students from Gordon Bell High School. Beah's father valued education, so he learned to read and write English so he could write letters for the people in his village. He became a child soldier for three years, and after getting out he was in rehab for seven to eight months to learn to function as a normal child, learning to not use violence to solve problems. He was later adopted into a family in New York, and after winning a short story contest, he began to pursue writing.

"It takes a lot of intelligence to survive a war, so the kids who make it to Canada are smart and have strong character," said Beah in his keynote speech to just over 200 attendees. "Don't



Right: Participants attend three-day condensed courses either before or after the conference with different guest instructors before participating in the conference itself. This year, Lost Prizes offered different courses in supporting trauma-affected learners, emotional intelligence, and educational leadership, borrowing on Indigenous perspectives and storytelling.



Below: The theme of this year's conference was also a venue to disseminate the findings of a three-year research program led by Dr. Jan Stewart that investigated schools and communities in Calgary, Winnipeg, St. John's, and Charlottetown to learn about the shared and disparate approaches to career development for refugee and newcomer children.



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well as survivors of violence or neglect, and how these experiences change who they are and what they take in.

"[The working definition of trauma is] trauma is a wound resulting from experiences of intense fear which cause psychologically, physical, emotional, relational and/or spiritual disturbance that continue after the event itself is over," said Heaman-Warne, who mentions that everyone is affected differently by trauma, whether they are empowered after, broken, scared in the form of PTSD, or by aggression.

The conference really aims at getting experts in the field that teachers can connect with. McCluskey mentions that they had a great response to the conference and that through networking and learning, the ideas that were shared in those three days are more often to be taken into the classroom as well.

"As an educator, once you think you got it and there's nothing left to learn, you're in trouble. Things are always developing and changing," said McCluskey. "This allows you to network and see what's going on and learn new skills to keep yourself fresh, engaged, and motivated." ♦

tell them what they should be doing, they probably have an idea of what they want in life, help them shape their own ideas."

Other keynote speakers included Mitch Bourbonniere, who explored the traditional concepts of learning based on decades of working with Indigenous learners in a variety of settings; Karen Magro, who spoke about encouraging transcultural literacies in cosmopolitan times; Tessa Blaikie Whitecloud, who presented on Indigenous relationship building; and Carl Heaman-Warne, who presented on trauma and learning, and supporting students who carry trauma.

Heaman-Warne, who is the director of therapy at the Aurora Family Therapy Centre, spoke about understanding the impact that youth face when living in fearful or abusive environments, as

A sense of **HEALING**



Winnipeg plays host to the IEATA conference 2017

BY SHAYNA WIIWERSKI

Therapists from around the world gathered in Winnipeg earlier this month to look at expressive arts, and in particular, the Indigenous roots of expressive arts.

The International Expressive Arts Therapy Association (IEATA) and the Winnipeg Holistic Expressive Arts Therapy Institute (WHEAT) collaborated to co-host the IEATA 12th bi-annual conference, *Indigenous Roots of Expressive Arts Therapy: Transformation, Social Justice and Social Change – Globally and Locally*, from October 4 to 8, 2017. The event was held at the Fort Garry Hotel and featured a number of keynote speakers and workshops highlighting developing knowledge, initiatives, and innovative programming.

The conference has been held in countries all over the world, including China, Hungary, India, and a number of locations across the U.S. and Canada. It made its way to Winnipeg this year thanks to IEATA conference co-chair and director of the WHEAT Institute, Darci Adam.

“The WHEAT Institute was founded in 2014 and Kate Donohue [IEATA conference advisor] had been coming to Winnipeg to teach courses for me prior to the founding of [WHEAT]. We were in conversation and felt that having a conference in Winnipeg would be a great way to share the beauty and power of these therapeutic tools,” said Adam, who had travelled to Ghana and India with Donohue who runs seminars on the Indigenous roots of expressive arts therapy. “We thought that Winnipeg would be a good place to hold the conference since we have the largest urban Indigenous population in Canada.”

Each year’s conference plays host to a different theme. Kate Donohue, a licensed psychologist and registered expressive arts therapist who lives in Mendocino County, California, has been involved with IEATA since the beginning as one of the founding board members. She credits Adam’s work with First Nations

people as a contributing factor on choosing the Indigenous theme.

“Our organization is a community, and one of the most important things is to have the community come together,” said Donohue, who was also a pre-conference facilitator at this year’s conference. “The theme is important in keeping us connected to our roots. In Ghana, they have Adinkra symbols and one of them is you have to go back to your roots to know where you are going. As an organization, we need to look at this. [There] is wonderful work being done in Canada around reconciliation with First Nations peoples, and we’ve included that as one of the important conference themes – supporting that and learning about it, and taking it further.”

Expressive arts as a form of healing is new to Winnipeg. This form of therapy is a multi-model approach that incorporates writing, drama, dance, movement, painting, and music to stimulate creativity and feel a sense of healing. The conference brought together a number of instructors from across the world to share the potential of expressive arts, explore the crossover of Indigenous views on art and how it is used culturally, as well as how we use art therapeutically.

Armand Volkas, MFT, RDT/BCT, clinical director of the Living Arts Counseling Center in Emeryville, California, presented a pre-conference workshop called *Healing the Soul Wounds of Generational Trauma through Drama and Expressive Arts*. Volkas, who is also the founder and director of *Healing the Wounds of History*, is originally from France and the son of resistance fighters and Auschwitz concentration camp survivors. He says



Oakland-based Dohee Lee performed at MAWA on Thursday, October 6. The event featured a gallery walk, food and entertainment.



Tomson Highway and friends performed at the WAG on Friday, October 6.



The Winnipeg Holistic Expressive Arts Therapy (WHEAT) Institute cohosted the 12th biannual IEATA International Conference.



Pink Tipi by Lita Fontaine.



Below: IEATA local T-shirt image by Lita Fontaine.

it was theatre that saved his spiritual life, as it gave him a way to overcome his family's historical trauma and start expressing himself. Growing up in Southern California, he started his career as a professional actor and director in Los Angeles before finding his way into experimental theatre and then drama therapy.

Volkas also co-facilitated a five-day pre-conference workshop with Victoria Elaine McIntosh, an Anishinaabekwe artist and third-generation residential school survivor.

The workshop was for Indigenous peoples, newcomers and descendants of European settlers, and looked at the personal, collective, historical, and ancestral trauma we all carry in an effort to transform it into constructive action in some way.

"It's both personal and collective; how you hold the trauma and how it's passed from generation to generation. Even though the trauma didn't happen to you, it could happen to your parents, grandparents, great grandparents, and if it wasn't resolved in one generation, then it could be passed onto the next," said Volkas, who has worked with children of Holocaust survivors, children of Nazis, Palestinians and Israelis,

and Chinese and Japanese on their legacies of the Second World War. "Using drama therapy and my approaches, as well as the approaches Victoria has, together we provide a process that will hopefully be healing for participants."

McIntosh, who currently lives in Winnipeg, was raised on Sagkeeng First Nation and spent eight years (ages 4 to 12) at the Fort Alexander Indian Residential School. She currently works as a full-time artist, a recent graduate with a bachelor of arts in the advanced programs. She is a full-time student at the University of

Manitoba with a goal of becoming a senior-years educator. She met Darci Adam through doing art projects at different school divisions with the use of expressionistic artwork. They decided to look at storytelling with First Nations people and what their stories were through artwork.

"It's always an art form telling the stories because it's hard at times, as survivors, telling our stories because of the intergenerational trauma as well. [Art] was an excellent healing tool without it being threatening in a way where these stories were so horrific, but people could express themselves in visual arts," said McIntosh. "If a person can't express themselves vocally, they can do it visually. If I'm in a group setting through the WHEAT program, I try to stay away from certain words like 'therapy'. I don't want people to think there's something wrong with them. In my first language, we don't have words like that. At the same time, I'm trying to find my way to put this together and how can I say this is the best way? Through art."

All the events held at the IEATA conference were open to the public. Adam said that there are few registered expressive arts therapists in Manitoba since it is a new field, however, in addition to using the arts as a sense of healing, the event was a good networking opportunity to connect with therapists from around the world. Adam mentions that in the first week that the registration was open, everyone was from a different country and mostly international.

"Reconciliation is a theme that is very relevant right now, and approaching issues through the arts is such a beautiful way to approach them as there is this infinite potential in the arts for solving problems," said Adam. "Healing, connecting, communicating, it's a great vehicle for the process of reconciliation." ♦



Miss representation: Encouraging girls into engineering

BY GEMMA KEATCH



Engineers Geoscientists Manitoba

As society continually changes, so does technology and science. Engineering creates new technologies, understands the technological changes that are happening, and manages these changes responsibly for individuals and society. Engineers are needed all over the world. As global markets continue growing, and as developing countries move toward industrialization, the demand for engineers will increase. The traditional image of an engineer as a man building a bridge is being replaced by diverse people working in an ever-expanding array of areas. Engineering is not all hard hats and concrete.

Biomedical engineers are developing more affordable 3D-printed prostheses for children. Agricultural engineers help create farming equipment that is more efficient. The 47-kilometre Winnipeg Floodway was the second-largest earth-moving project in the world, after the Panama Canal. This engineering feat protects the city from unpredictable snow melt, keeping residents and businesses safe from devastating flooding. Aerospace engineers created the Space Station Arm, AKA Canadarm, one of the most important advances in worldwide space engineering. The new governor general, Julie Payette, is one of only 10 Canadians to have gone into space, and is a professional engineer in Québec. What was once a career path primarily for men is becoming increasingly more diverse and representative.

Making history

The first female professional engineer in Manitoba was Judith Weiszmann, a structural engineer and transplanted Hungarian Jew. She made history by registering with our provincial association in 1969, after fleeing to Canada as a refugee following the Hungarian Revolution. If Weiszmann came to our association today, we think she'd be happy to find our sixth female president representing almost 8,000 members, including over 900 females. Forty-eight years later, the engineering landscape has changed dramatically, but there's still work to be done.

30 by 30

Engineers Canada, the national organization that regulates the practice of engineering, has launched an ambitious initiative with the goal of raising the percentage of newly licensed engineers who are women to 30 per cent by the year 2030. Currently, this figure is at 17.2 per cent nationally. Thirty per cent is universally held as the tipping point for sustainable change, hence the '30 by 30' initiative being instigated as a driver towards a meaningful and lasting effect on representation in the field.

Inspiring the next generation

Encouraging more girls to consider engineering as a viable career option starts in the conversations taking place in school and at home. Statistics show that school counsellors are

Part of Provincial Engineering and Geoscience Week in March, the popular three-day Spaghetti Bridge Competition combines practical, curriculum-based work with input from professional engineers, testing student-built trusses to their maximum weight-bearing load, with individual prizes and class pizza parties up for grabs.

The Engineers & Geoscientists of Manitoba's current president is female, representing almost 8,000 members, including over 900 women.

highly influential individuals for students as they are making their career choice. Traditional messages portray engineering education as difficult and emphasize the importance of superior math and science skills. Parents, teachers, and guidance counsellors should change their script. Instead of asking "are you good at science and math?" begin by asking the following pertinent questions:

- Do you want to make a difference?
- Do you want to change the world?
- Do you want to help others?
- Do you enjoy solving puzzles?
- Do you like using technology to help answer questions for society?
- Do you like to invent or design things?

Local events

Talking about engineering can only take students so far and, as a practical field of work, we encourage hands-on learning wherever possible. Therefore, there are several local initiatives designed to engage the next generation of engineers, including:

- Spaghetti Bridge Competition (www.EngGeoMB.ca/SpaghettiBridge.html)

Part of Provincial Engineering and Geoscience Week in March, this popular three-day competition combines practical, curriculum-based work with input from professional engineers, testing student-built trusses to their maximum weight-bearing load, with individual prizes and class pizza parties up for grabs.

- WISE Kid-Netic Energy (www.wisekidneticenergy.ca)

This University of Manitoba community outreach program offers a variety of science, engineering, and technology activities throughout the year for youth from kindergarten to Grade 12. As well as in-school workshops, WISE Kid-Netic Energy organize a weekly Girls Club exploring STEM topics and Codemakers summer camps, to introduce the fundamentals of software coding to Grades 7 to 9.

- Manitoba Schools Science Symposium (www.msss.mb.ca)

MSSS is the annual provincial science fair held the final week of April for Grades 4 to 12 students throughout Manitoba. Each year, some 550 young scientists attend MSSS to present their research to top scientists and industry experts, including our association, Engineers Geoscientists Manitoba, who award prizes to the most innovative engineering and geoscientific projects.

- Rotary Career Symposium

At the annual symposium, visitors to the Engineers Geoscientists Manitoba booth can try their hand at our robotic arm challenge, while exploring the practical applications of such interesting technology in hazardous real-life environments.

More resources

If you'd like to find out more about engineering and geoscience, please email gkeatch@EngGeoMB.ca. Engineers Geoscientists Manitoba have several informational leaflets suitable for school counsellors and students. ♦

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you

BOUNCE BACK?

One of the most challenging and crucial questions of our time is why some bounce back from adversity, seemingly unscathed, while others fall apart and become emotionally distraught and dysfunctional. Once upon a time and not too long ago, the dominant idea regarding stress is that it is what happened to us that told the story. Sexual abuse had its consequences. Trauma had its crippling effects. Divorce had its fallout. Stress, if sufficient enough, would lead to our undoing. The corollary to this idea is that good experiences (or the absence of adversity) would ultimately lead to emotional health and well-being. It turns out that neither hypothesis holds water. There are too many exceptions to create a rule in either case.

What has become apparent is that it is not what happens to us – good or bad – that explains how we are ultimately affected, but rather something about ourselves that sets the stage for the story that unfolds. But what is this something? Do some have

this prerequisite ‘something’ and others not? Or does everyone possess this ‘something’ but it somehow needs to be activated for the potential to be realized?

The pieces of the puzzle are finally coming together and the answer lies in this remarkable human attribute called ‘resilience’, or the ability to bounce back. Resilience is the ultimate good news story – that stress in itself is not the enemy and that we need not be brought down by the circumstances in our lives. After years of mistaken focus on the stress part of the equation, the focus is now on uncovering the keys that can unlock the amazing human potential to grow through adversity, to thrive under duress, and to bounce back from trauma.

Resilience is probably the most important topic of our time. It holds the answers to emotional health and well-being, mental illness, healing and recovery, prevention, addiction, and much more. Resilience is not only the best overall prevention, but also the best focus for intervention. Resilience should be everyone’s



RESILIENCE

concern – not only the medical and helping professionals, but also educators, parents, and society at large. Resilience is about ourselves and those we are responsible for.

The implications are profound. Instead of treating trauma, disorder and illness, we should be focused on restoring the capacity for resilience. Instead of worrying about what will befall us or our children, nurturing resilience becomes our best insurance for their well-being in a world that we cannot control.

So how do we nurture this attribute in ourselves, in our loved ones, in our students, and in our clients? Everything depends upon knowing what resilience actually is, what it looks like at rest and at work, and how to set the stage for this transforming process.

Although the human capacity for resilience is remarkable, it is also somewhat mysterious and even luxurious. Resilience is spontaneous, but certainly not inevitable. Everyone possesses

the potential for resilience, but only some come to realize it. It cannot be commanded and is not a skill to be learned. Resilience is not genetic and there is no pill that can deliver it. Resilience, therefore, lies outside the parameters of both of the prevailing approaches for explaining human behaviour – the medical disease model, as well as the learning paradigm.

So where does resilience come from and how are we to make sense of it? The answers lie surprisingly in fresh understandings of emotion, feelings, play, and rest. These pivotal factors have unfortunately been eclipsed by the prevailing focus on symptoms, syndromes, and stress, as well as problem behaviour and dysfunction. The story of emotional health and well-being is not about what has happened to us, but rather about what hasn't happened within us.

In a world where we cannot control what happens, nothing could be more important than resilience – in the care of our students, our clients, our loved ones, and ourselves. ♦



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ERIC GENTRY, PH.D.

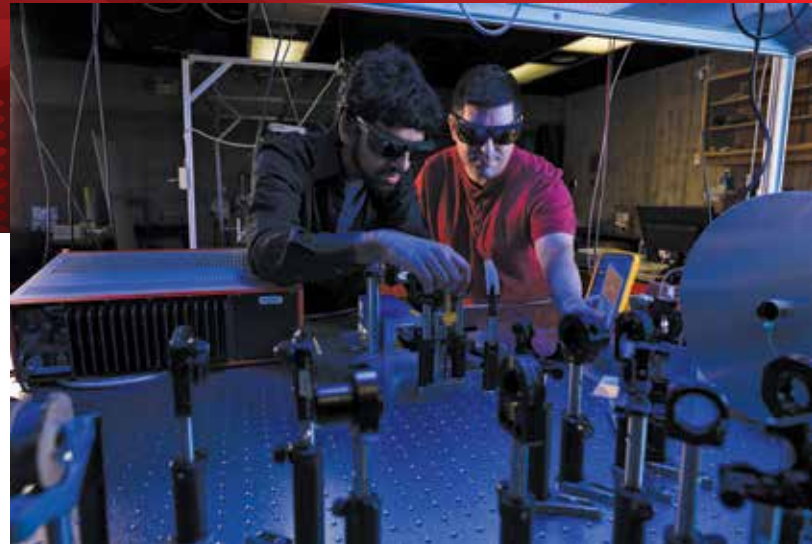


JAY BERK, PH.D.

UWINNIPEG STUDENTS CAN BE PART OF RESEARCH WITH IMPACT



This past summer, UWinnipeg's Dr. Richard Westwood and students from the environmental studies and sciences and biology programs engaged in a research project with the City of Winnipeg's Urban Forestry Branch.
PHOTO COURTESY OF CORY ARONEC PHOTOGRAPHY.



UWinnipeg has, to date, launched 53 experiential learning projects across a range of departments.

At The University of Winnipeg (UWinnipeg), bright minds solve mysteries, test theories, and discover new ways to address real-world issues — from climate change and brain malfunction, to workplace bullying and urban homelessness. And UWinnipeg students get an up-close view of — sometimes even a chance to take part in — fascinating research that has the potential to profoundly benefit society.

“The opportunity to participate in meaningful research at an undergraduate level, while working closely with our exceptional faculty members, is a defining trait of the UWinnipeg student experience,” says Dr. Annette Trimbee, president and vice-chancellor. “When students choose The University of

Winnipeg, they are setting themselves on a path to making an impact in their areas of passion and interest. If they have the interest and drive, the opportunities are here.”

This past summer, UWinnipeg's Dr. Richard Westwood and students from the environmental studies & sciences and biology programs engaged in a research project with the City of Winnipeg's Urban Forestry Branch. The researchers identified and prioritized the early removal of brood trees — a technique that could significantly aid the city's battle against Dutch Elm disease, slowing the loss of Winnipeg's much-loved elm trees.

The new Indigenous Summer Scholars Program, which launched in June, provided an opportunity for outstanding Indigenous students to spend eight weeks

researching projects ranging from clean water on First Nations to using art and digital media to create new dialogues in Canada. Each student was paired with a faculty member involved in Indigenous research and had a paid position to assist while learning new academic skills. The program strengthens pathways for Indigenous students to move into advanced study and, ultimately, into leadership in the academy and in all sectors of society. Eight students took part in the pilot — including Francine Laurin, who assisted Dr. Ian Mauro, investigating opportunities to engage Indigenous communities and contribute to the Prairie Climate Atlas.

At the recent Canadian Chemistry Conference and Exhibition in Toronto, a contingent of UWinnipeg chemistry

students was recognized for presentations on a range of topics —an outcome related to their hands-on research experience.

“Our undergraduate students play an integral role in various chemistry research programs,” said Dr. Athar Ata. “The chemistry professors train them in the lab and encourage them to take the lead on their assigned research projects. These efforts result in award-winning presentations by students at prestigious conferences such as CSC.”

Meanwhile, UWinnipeg has, to date, launched 53 experiential learning projects across a range of departments. Experiential learning — an engaged and interactive method of discovery — is a key component of academic excellence and a strong priority at UWinnipeg. These impactful initiatives focus on areas such as ethnobotany, food history, environmental studies, and outdoor recreation.

Learn more at uwinnipeg.ca. ♦



TOP 5 REASONS

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CMU student provides **‘the English voice’** of the Canada Summer Games

BY AARON EPP

If you attended the Canada Summer Games in Winnipeg this summer, you likely heard Jason Friesen’s voice.

This past spring, Friesen recorded announcements that were broadcast over the PA systems at venues throughout the games, which ran from July 28 to August 13.

The announcements endorsed the companies and organizations that supported the games, and also let spectators know things like where they could buy merchandise and how they could connect with the games on social media.

Friesen, who will start his fifth year of studies at CMU next month, has prior recording experience, thanks to taking the Media Workshop class with David Balzer, assistant professor of communications and media at CMU.

The class teaches students how to research, write, and record interview segments for broadcast on the radio and Internet.

Friesen worked with Balzer, recording engineer Darryl Neustaedter Barg, and Canada Summer Games Host Society media relations consultant Monique Lacoste to record the English version of the announcements at the studio in Mennonite Church Manitoba, which is located next to CMU’s Shaftesbury campus.

Recording the announcements was a fun experience, Friesen said.

“It feels like a different level when it’s going to be broadcast in venues across Winnipeg and people from across Canada will hear it,” he said. “It really makes you focus on what you’re saying and how you’re saying it.”

Friesen, who is majoring in Communications and Media, is an avid sports fan and a member of the CMU Blazers Men’s Volleyball team.

The opportunity came about as a result of Thomas Friesen (no relation to Jason), a CMU student who spent the past year working as a sports and venues coordinator for the Canada Summer Games Host Society.

In addition to coordinating the venues and volunteers for the volleyball, golf, basketball, and triathlon competitions, Thomas’ work involved producing the content that was broadcast over



CMU student Jason Friesen recorded PA announcements for the Canada Summer Games.



Below: CMU student Thomas Friesen has spent the past year working as one of five sports and venues coordinators for the Canada Summer Games.

the PA systems at the games.

Like Jason, Thomas is majoring in Communications and Media. He took the Media Workshop class during the winter 2016 semester, which sparked his interest in getting CMU involved when it came time to recording the announcements he needed for the games.

Thomas knew that working with David, Darryl, and Jason would result in a professional recording.

“Just to get CMU involved in that way seemed like a great idea,” Thomas said. “It’s pretty cool to think [we had a CMU student] being the English voice of the games.”

This year marked the 50th anniversary of the Canada Summer Games. They included 16 sports and 250-plus events featuring more than 4,000 athletes.

Over 7,000 volunteers were recruited to make the games possible.

For Thomas, a lifelong sports fan who has played soccer and volleyball with the CMU Blazers, working for the games was a dream come true.

“One of the best things about it [was] just working with people in sport,” he said.

The passion Thomas encountered from his supervisors, colleagues, and the volunteers was palpable.

“That’s probably the coolest thing,” he said, “always seeing that passion everywhere we [went].” ♦



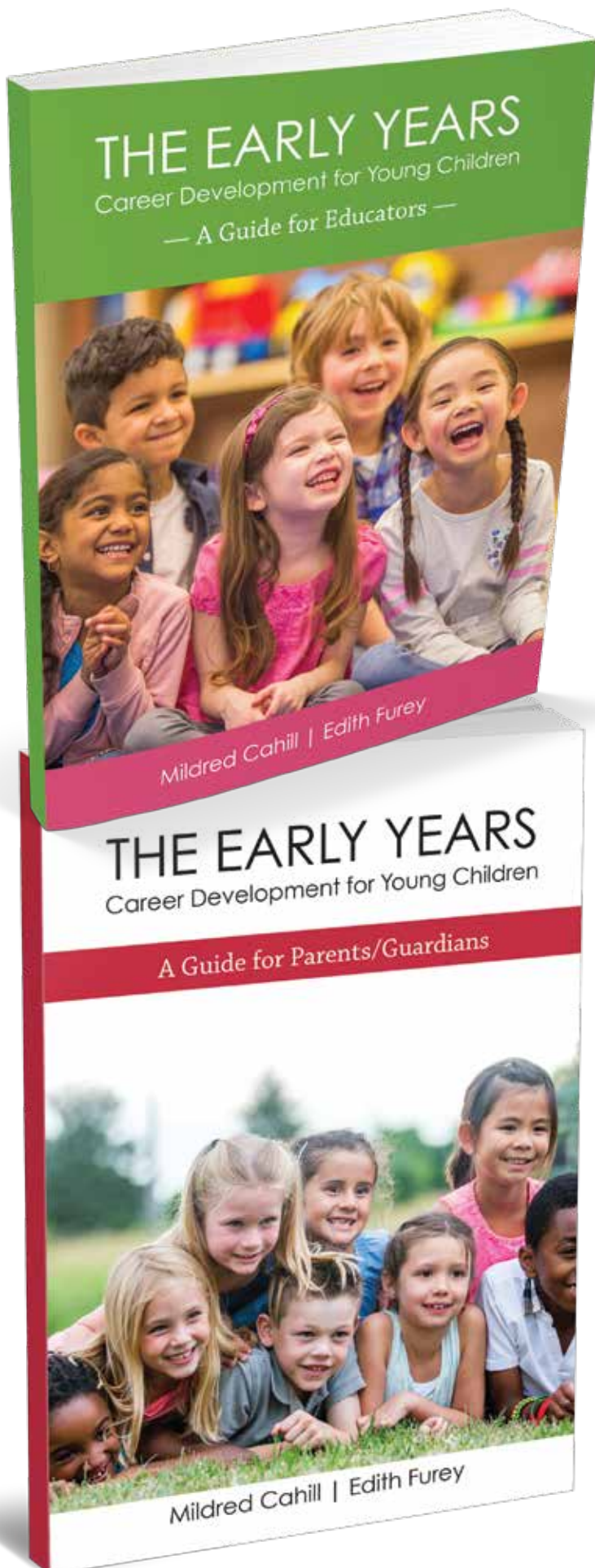
CMU students Emily Hamm, Jason Friesen, Thomas Friesen, and Canada Summer Games Host Society media relations consultant Monique Lacoste pose for a picture in the recording studio.



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It's not too early to think about career development for young children

Every child dreams about what they will be when they grow up. It is widely recognized that these roots of career development begin early in a young person's life but, in practice, career development in childhood is often downplayed. A new set of resources seek to address this. *The Early Years: Career Development for Young Children Guides* – one for parents and one for educators – are the result of new Memorial University research examining the influence that teachers and parents/guardians have on the career development process of young children, aged three to eight.

The research outlines how through play, young children explore their environment, learn to problem solve, make decisions, and adjust to change. From a young age, children envision themselves in possible roles for their future. They talk about and try on their hopes and dreams. During these formative years, young children are influenced by family, school, and media – and need to be supported in their career development, according to Memorial University researchers Dr. Mildred Cahill and Dr. Edith Furey.

“Ignoring the process of career development occurring in childhood is similar to a gardener disregarding the quality of the soil in which a garden will be planted,” says Niles & Harris-Bowlsbey, 2017, quoted in *The Early Years: Career Development for Young Children*.

From the research, it is clear that the seeds of career development are present at an early age for children, and educators and parents play a significant role:

- 96.3 per cent of educators strongly or somewhat agreed that young children learn skills very early in life that will help them

Top left: The education's guide to The Early Years: Career Development for Young Children seeks to empower teachers and counsellors to become more aware of children's career development from ages three to eight.

Bottom left: Both the parents and educator guides to The Early Years: Career Development for Young Children is published by CERIC, a national charitable organization that advances education and research in career counselling and career development in Canada.

manage their lifelong learning, careers and work.

- 96.2 per cent of educators strongly or somewhat agreed that play can influence career choices.
- 97 per cent of educators strongly or somewhat agreed that self-confidence and self-esteem influence career choices.

The educator's guide seeks to empower teachers and school counsellors to become more aware of children's career development during this critical period of fun and fantasy. It provides dynamic career education strategies, including practical tips, activities, and examples that educators can use in their daily interactions with children. As the topics throughout the guide illustrate, children's career development is not a structured, pre-planned process where children are taught about jobs, work and careers. Instead, teachers are asked to reflect on the many ways in which they support and influence children's future aspirations and career decisions.

Specifically, educators can:

- Inspire children to believe in themselves and their ability to succeed.
- Facilitate children's development of critical thinking, problem-solving, and decision-making skills.
- Foster an appreciation of diversity, and promote the development of strengths, interests, and abilities.
- Encourage children to imagine, create, dream, and enjoy life and learning.
- Foster acceptance, caring and love of themselves, others and nature.
- Enhance children's confidence by encouraging them to try new things and to be open to change.
- Encourage children to imagine many possibilities for future selves.
- Communicate that change is a normal part of everyday life, and discuss possible changes that occur in children's lives.
- Expose children to a variety of social settings and environments in their communities and beyond.
- Counteract bias in books, texts, other resources and the media.
- Create opportunities for children to contribute in a meaningful way in their settings and communities.
- Infuse career development concepts into teaching and learning [curriculum].

The guide emphasizes the importance of age-appropriate activities and sustained programs and interventions. It concludes that through planned, intentional, and goal-oriented experiences, educators can exert a positive influence on young children's lifelong career development during these vital early years.

Published by CERIC, a national charitable organization that advances education and research in career counselling and career development in Canada, the guides are available for free download at www.ceric.ca/early_educators and www.ceric.ca/early_parents. ♦

From

THE EARLY YEARS: Career Development for Young Children

Educators are uniquely positioned to inspire, motivate and support children in their academic, social/emotional, and career development.

Today's workplace is dynamic and ever changing, filled with a dazzling array of diverse opportunities for work and employment for youth. However, many young people experience difficulty navigating their way through a career path that fulfills their needs.

Typically, youth and young adults are the ones concerned with the serious questions about career development and the future. Yet the roots of career development begin early in a child's life. What do we mean when we talk about career development for young children?

Adults will often reflect back to their own childhoods as the early beginnings of their interests and abilities. For adults, career development is about the past (their childhood), the present, and the future. For children, it's all about their present lives and their dreams for the future. These dreams are often based in fantasy, but are very real to children.

As children mature physically, they grow socially, and learn to relate to other siblings, family, peers, and playmates. So too, they develop cognitively, increase their critical-thinking skills, and formulate their values, ideas and preferences. Career development for young children (pre-school, primary, and early elementary) is about helping them in the here-and-now – the present – to develop a healthy sense of self and the competencies that will enable them to reach their full potential.

A life-changing EXCHANGE

Asper School of Business students are taking over the world

BY JUDY WILSON



Nearly 100 students from the University of Manitoba's Asper School of Business will scatter across the globe this year with one goal in mind: to prove that the whole world really is one enormous classroom. Through Asper's International Exchange Program, they'll each attend one of more than 50 international partner schools in Europe, Asia, and South America, earning credit they can transfer back to their bachelor of commerce (honours) degrees.

Both the popularity of Asper Exchange and its number of partner schools have been on the rise over the past few years, thanks to students, schools, and future employers recognizing the incredible value of international experience, says Amber Pohl, the program's coordinator.

"Exchange sets you apart by making you different from students who have stayed put all their lives. Living abroad expands your horizons and demonstrates that you're willing to take risks and solve problems under challenging circumstances, no matter what business major or professional path you pursue."

Shona Grewar, a fourth-year Asper student who spent five months on exchange in 2017, agrees. "I think this will give me a definite advantage in the job market when I start looking for a career. Employers will look at my international exchange experience and know I'm someone they can count on: I'm comfortable traveling, I can adapt, I've seen some of the world."

Asper exchange student Shona Grewar studied business in Amsterdam for five months, returning with a more marketable skill set, confidence in herself, and unforgettable memories.

She first heard about Asper's exchange program at an info session in her first year. Although she'd been to the United States, Mexico and Kenya, she'd never traveled to Europe before. After some careful research, she concluded that Amsterdam, located within two hours of everywhere else in Europe, had the most to offer. "Even before I arrived, I was smitten with Amsterdam's beauty, culture and lifestyle. You can bike anywhere. The city's famous canals are a short metro ride away."

Grewar took classes at Hogeschool van Amsterdam (Amsterdam University of Applied Sciences), and her courses were taught in English. Like most business students, she took business courses. She also took a Dutch language class. She lived in international student housing close to the school. Grewar was an accounting major when she arrived in Amsterdam, but the experience was so thrilling, she added an international business major to her degree after returning home.

Settling in was a challenge at first, she admits, until she began making new friends.

"I really got in touch with my independence. I discovered I can be confident in my own skin just about anywhere. Traveling and getting to know a new culture can be uncomfortable at first. You find yourself in all kinds of situations where simple things are suddenly difficult, thanks to a language barrier or different cultural norms. Even shopping can be daunting, but it's a great opportunity to learn."

All Asper students with a GPA of 3.0 or higher, and who have completed 24 credit hours at the time of their exchange, are eligible to apply to the Asper Exchange Program. Exchange students study in world-class universities while paying local tuition fees. Awards and scholarships are also available, such as a travel bursary Grewar received from the University of Manitoba.

In her free time, she visited Bordeaux, Paris, Dublin, London, Berlin, Santorini, Athens, Split, Lisbon, Porto, Barcelona, Budapest, Prague, and Vienna, where she made friends and memories she'll take with her everywhere.

"Don't put off backpacking in Europe to after you graduate from university. It's so much easier to travel on a student visa," she says. "I signed up for exchange because I knew I was never going to have an opportunity like this again."

Find out more at umanitoba.ca/asper/exchange.

Judy Wilson is the director of marketing and communications at the Asper School of Business at the University of Manitoba. She can be reached judy.wilson@umanitoba.ca or 204-474-8960. ♦



From Amsterdam, Grewar visited several European destinations, including Santorini, Greece and Paris, France.





Access students gather within Migizii Agamik to find the place, people, and programs to aid their journey to academic success.

FINDING THEIR OWN PATH

How students find success through the Access Program

Through the Access Program from Extended Education at the University of Manitoba, students can launch the journey toward their dreams. Upon acceptance, students find their own path, with the supportive place, people, and programs that will help them succeed.

When hearing the stories and words of fellow students, incoming students can feel more confident knowing that the path isn't traveled alone. According to Access student, Erin Cunningham, "We all kind of look out for each other, and we cheer each other on. It's a family. It's a home-based community." There is a real sense of sharing – people with a shared past and shared goals. Access students see themselves in each other, and support each other on their journeys.

There is also always a place to go, and feel welcomed.

"Just being in this building [Migizii Agamik] is just amazing. It has so much to offer to Indigenous students and people in Access. It's a place where you feel like you belong," says Cameron Longo, Access student. This smudge-friendly environment features a computer lab, student lounge, gathering space, and a kitchen. The building also features a

DISCOVER THE PATH BETWEEN YOU AND YOUR DREAMS

Launch the journey toward your dreams. When you're accepted to the Access program, you have the support you need to forge your way to a successful academic future.

With Access, you'll find the supportive place, people, and programs that will help you succeed.

circle room for ceremonies, meetings, and classes that require a sacred space.

With a variety of supportive programs, students are empowered to reach their goals. According to Access student, Art Sateana, "the amount of support that academic and personal counsellors bring to the table is quite astounding. They're there to help you succeed. All they want you to do is succeed." Access provides several academic, personal, and some financial support, inspiring students to forge their own path.

Whatever journey a student chooses to take, they can rely on the supportive place, people, and programs that Access provides.

The Access Program from Extended Education at the University of Manitoba is available to all Manitoba residents, with preference given to Indigenous peoples (Status, Non-Status, Metis, Inuit), residents of Northern Manitoba, low income earners, and newcomers. For more information, visit umextended.ca/access. ♦



Visionaries never stop learning.

Access – a supportive path to success at the U of M.

When the pathway to university isn't clear, you always have the Access Program to provide:

A comforting place: Migizii Agamik (Bald Eagle Lodge) provides a warm environment for our students.

Helpful people: Fellow students, Elders, and staff create a community built around help and support.

Supportive programs: Holistic supportive programming includes academic and personal counselling, limited financial support, course instruction, orientation, tutoring and advocacy.

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Excelling in business and navigating change



CPAs are leaders in business

The only constant in today's business climate is change. Every week companies are bought and sold, employees come and go, and global events and technological changes shape and reshape the business landscape in Canada. Understanding change and staying one step ahead is essential for businesses to thrive in today's marketplace.

Now more than ever, the keys to a successful career in business have increasingly become adaptability, ingenuity, and the ability to navigate change. A Chartered Professional Accountant (CPA) is not only trained to be successful in this dynamic environment, but to thrive.

CPAs keep businesses at the forefront of change by using data and analytical skills to make informed, insightful decisions. These decisions often have far-reaching effects and can even determine the direction of an entire company.

There has never been a better time to become a CPA. They are trained to meet the competency requirements employers need. Combining this with a commitment to continuous professional development means there's always room for CPAs to expand their value to an organization.

CPAs enjoy a high starting salary and opportunities for advancement. According to the 2015 CPA Profession Compensation Study Report, the median CPA salary in Manitoba is \$100,000. A CPA designation can take you from the beginning of your career to the top position as an effective senior executive in any type of organization, in any sector of the economy.

In addition to these benefits, the CPA profession continues to evolve at a rapid pace. Today, fueled by demand in almost every business sector in Canada, CPAs are highly specialized and able to

work in many different areas. The diversity and range of position are limitless:

- Private companies in Manitoba's north are leveraging CPAs to reduce their carbon footprint in an effort to fight climate change.
- CPAs work to reduce and eliminate crime and corruption. These forensic accountants investigate, track, and provide evidence to law enforcement in Winnipeg and across Canada when financial crimes are suspected of taking place.
- CPAs play a key role in the fashion industry. These accountants specialize in many of the unique challenges faced by the world's most powerful fashion brands and are involved in everything from design, factory contracting, production, logistics, and retail sales.
- Many CPAs choose to forge their own path and become entrepreneurs. These CPAs run businesses of every kind, such as accounting and business consulting services, health and fitness operations, manufacturing outfits and hospitality companies.

To better help you and your students explore the ever-changing world of accounting, CPA Manitoba offers the Diverse Careers in Business & Accounting presentation throughout the school year. This engaging 20-minute presentation explores the ongoing changes within the accounting profession, the many opportunities that CPAs have, and how students can use their education to earn a rewarding career as a CPA.

Help your students determine if they should consider a rewarding career in business and accounting. Contact Mike Cuma at mcuma@cpamb.ca to schedule a presentation today! ♦

The trade school of the future



Pharmacy technicians have a bright future in a world of miracle medicine.

Young people entering the employment market today can face a challenging fit for their skills. Not only are good jobs sometimes hard to find, but new technologies and business methods have put a lot of work on a part-time, contract or temporary basis. Steady careers with a solid future are the goal, but not always easily found.

For many, the solution lies in taking up a technical or technology skill set – work that needs a smart human, not an app or a robot; work that calls for skill and dedication, and commands a salary to match. Post-secondary technical schools are booming... and Winnipeg's own Manitoba Institute of Trades and Technology (MITT) is a perfect example.

For instance, despite digital media, paper is still the vehicle of choice for many kinds of communication – not just books or magazines like this one, but business documents, instructional material, packaging, and advertising. MITT's program in Graphic and Print Technology covers everything from design through prepress, printing, and bindery – with lots of hands-on experience on modern equipment. Graduates find good work, fast, and they know they have a future.

Other MITT programs offer the same blend of future-facing knowledge and concrete job skills. Pharmacy technicians have a bright future in a world of miracle medicine; network and computer technologists keep the data flowing; and, millwrights, auto mechanics and industrial electronics technicians keep all the machines running smoothly. Middle-management jobs may be less numerous today, but someone has to keep the lights on and the technology in tune.

At MITT, post-secondary students (who come from across Manitoba and Canada, as well as abroad) are taking a smart step: pursuing concrete skills that ready them for specific jobs with good prospects. In a constantly-changing world, they know where they're going. One option many people are choosing more often is to go to MITT either before or after other training.

In Manitoba's diverse and busy economy, they have every reason to feel confident; not least because they start earning quickly, and then build on their initial skillset later, while continuing to make a good living.

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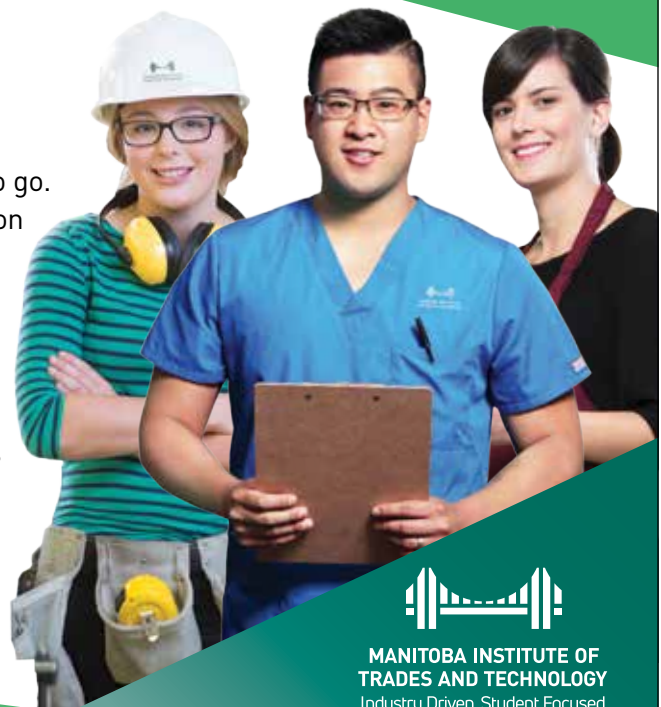
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Industry Driven. Student Focused.

Providence provides tools to decipher and make media

Communications & Media program trains students for quality media work and smart media consumption

BY JERRAD PETERS



Communications & Media students at Providence, which is located 30 minutes outside Winnipeg, will encounter music and film from the world of pop culture while getting to know some of the field's most important philosophers and theorists.



'Fake News' is the term that was initially attached to stories from non-traditional, unaccountable sources before being weaponized for political purposes.

Everything is mediated. People, things, information—the world around us is constantly communicating. So how do we hear what it's saying? How do we read what it's telling us? And how can we best speak into it through journalism, film, and other communicative arts?

First, says Dr. Nicholas Greco, associate professor of communications & media at Providence University College, we must be able to parse through the sheer amount of information available to us and determine which messages, whether delivered via tweet, television, website, or print media, are of worth.

"Recently in the American political arena, public figures have called into question the worth of certain information, going so far as to claim that some well-known media outlets are providing 'fake news!,'" says Dr. Greco, referencing the term that was initially attached to stories from non-traditional, unaccountable sources before being weaponized for political purposes. This is an example, he points out, of why media literacy is so important—especially now.

"Consider the various media we access

on a daily basis,” he explains. “Being media literate means we can get to the bottom of what these media are telling us. This yields a couple of good results: that we are no longer afraid of being brainwashed or controlled by the media, and that we know how it works.”

And if we know how it works, says Dr. Greco, we’re well-positioned to participate in the making of it. “I’d argue that if you can analyze media, you can do media.”

Providence graduates are certainly “doing”. Some are currently working as radio journalists and videographers, others are employed in corporate communications. Last spring a Communications & Media grad was invited to present at the Popular Culture Association of Canada Conference in Niagara Falls. Dr. Greco, himself, has made significant contributions to his field of study and is currently authoring a book on U2 that will be published next year.

“I want the reader to understand a bit about how U2 communicates about politics, social justice, and Christianity,” he says. “Popular music is a site of the conflation of art, politics, ego, and economics. There’s a lot going on when a band goes on stage, and I’d like to figure out a bit of that through U2 and their religious impulse.”

Communications & Media students at Providence, which is located 30 minutes outside Winnipeg, will encounter music and film from the world of pop culture while getting to know some of the field’s most important philosophers and theorists, such as Roland Barthes, Julia Kristeva and Stuart Hall, who, Dr. Greco explains, demonstrates the encoding that is performed when media is made and the decoding that is executed when it is consumed.

“The decoded ideas aren’t always symmetrical to what was encoded,” says Dr. Greco. “The encoding/decoding model is the basis for how we understand the process of communication.”

A Providence Communications & Media student will learn these nuances and then



Dr. Nicholas Greco, associate professor of Communications & Media at Providence University College.

put their interests and skills to work in a professional, practicum setting. Upon graduation, they’ll have the advantage of being able to draw on their media literacy, both in the workplace as they write, report, film or photograph, and in everyday life as they function as part of a neighbourhood, city, and country.

“Providence will give you the edge as a critical consumer of media,” Dr. Greco says, “as well as one who can learn to create media that will ultimately make an impact.” ♦



MEDIA LITERACY HAS NEVER BEEN MORE IMPORTANT

Providence Communications & Media students learn to be critical consumers of media. They also go on to work as videographers, radio journalists and corporate communications professionals.

Visit Prov.ca/Communications to learn more

Closing the Gap in Indigenous Education

According to Statistics Canada, in 2011, **48 per cent of Aboriginal people had a postsecondary qualification compared to almost 65 per cent of non-Aboriginal students aged 25 to 64.** The key barrier: lack of financing.

To help close that gap, in 2016-2017, Indspire awarded \$11.6 million through 3,764 bursaries and scholarships to First Nations, Inuit and Métis students across Canada. In a 2017 survey on graduate student outcomes, Indspire found that of those who received funding from Indspire, 96% graduated. This is up 3 percentage points from our previous survey in 2015. **We know that this is a result of an increase in financing and a result of the hard work of educators and students.**

At Indspire, we have seen the positive effects that educators can have on Indigenous youth when they have the resources they need. It is our goal to connect those resources to educators, so that one day, all Indigenous students have the opportunity to pursue post-secondary education.

One way we make that connection is through the *National Gathering for Indigenous Education* where we bring together educators and partners from across the country to share their experiences and strategies for educating K-12 Indigenous students. This year's theme is *Education and Reconciliation: Moving forward together*, and the conference will be in **Montreal from November 29 to December 1, 2017.**

Why you should attend:

- Share successful practices and research
- Network with educators from across Canada
- Participate in practical workshops that address the cognitive, emotional, physical, and spiritual needs of K-12 Indigenous students
- Listen to inspiring guest speakers including Keynote Speaker, Dr. Cindy Blackstock

To register, visit indspire.ca.




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National Gathering for Indigenous Education

KEYNOTE SPEAKER

Cindy Blackstock

Indigenous child, youth, and family researcher
and educator

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In 2016-2017, Indspire awarded \$11.6 million in bursaries and scholarships to First Nations, Inuit and Métis students across Canada.
We can help your students too.



The #1 barrier to getting a post-secondary education is lack of financial resources. Together, we can change this.

Indspire is a national Indigenous-led charity that helps Indigenous youth reach their full potential. Our research shows that 96% of the students we support graduate. Encourage your students to apply today!

Application deadlines are February 1, August 1, and November 1.

Visit indspire.ca to apply.



Indspire

Indigenous education, Canada's future. | L'éducation des autochtones, l'avenir du Canada.



Earn while you learn

Trades people are the backbone of Manitoba Hydro. They play a major role in ensuring that both electricity and natural gas are available to customers 24/7.

A career as a tradesperson at Manitoba Hydro is rewarding, challenging, and full of variety. Earn competitive salaries, travel the province, and advance your education. Start as a trainee and retire as a specialist, a manager, or a vice-president...the choice is up to you! At Manitoba Hydro, you have the opportunity to explore the company, find your passion, and build your career.

An apprenticeship with Manitoba Hydro takes four years to complete, with 80 per cent of the training completed on-the-job all while receiving a nice paycheque. Yes, you can get a post-secondary education and avoid massive student debt! As a trainee with Manitoba Hydro, you will have the costs of your classroom studies, books, travel, and living expenses covered.

What type of education and qualifications are needed to qualify?

A high school diploma with 40S Math (Applied or Pre-Calculus), 30S or 40S Physics (depending on the trade), and 40 English. You will also need a valid Class 5 Province of Manitoba Driver's License (Intermediate or Full).

What apprenticeship/training programs are available at Manitoba Hydro?

Power Line Technician – They construct and maintain the hydro



lines that get the electricity from the generating stations to your house, school, or business. They respond to “no power” calls 365 days a year, 24 hours a day in all types of weather to ensure customers have electricity. They work outdoors, at heights, and in confined spaces on overhead and underground wires or cable.

Power Electrician – They work mostly in substations constructing, maintaining, and commissioning electrical equipment used to distribute the power to your homes and businesses. They install, maintain, and repair power generators, power converters, power transformers, circuit breakers, disconnects, distribution apparatus, metering, and associated supporting equipment.

Service Person (Gas Fitter) – They change gas metres and verify that customers’ gas appliances are operating properly. They inspect and service natural gas appliance installations like furnaces and hot water tanks. They monitor and maintain the natural gas distribution system which requires they respond to emergencies such as gas line damages and reports of gas leaks in and around homes and businesses.

Mechanical Technician – They plan, organize, install, inspect, commission, and maintain all mechanical equipment identified with the generating and converter station systems.

Aboriginal Pre-Placement Programs

These pre-placement programs were designed for aboriginal candidates who do not meet the minimum academic qualifications for one of our apprenticeship programs. These programs provide selected candidates with paid academic upgrading and on-the-job training and experience to qualify them to compete for one of our apprenticeship programs.

You would make a good tradesperson if you:

- have a mechanical aptitude
- like working with your hands
- enjoy working outdoors
- are interested in how things work
- are comfortable working at heights (power line technician) and in confined spaces
- have good physical coordination and manual dexterity
- enjoy travel
- are a good problem solver
- are a team player

A student at Riverton Collegiate.



Why choose Manitoba Hydro?

- We offer great training and development.
- We provide educational upgrading and funding.
- We provide a wide range of career prospects, diverse job and project opportunities, and a variety of work locations, all without having to change the employer you work for.
- We offer work life balance. For most, this is a nine-day work cycle...usually every second Monday off, plus vacation time.
- We offer competitive salaries and a top-ranked benefits package.
- We provide group life insurance and a pension plan.
- We work in a team environment.
- We offer a fitness subsidy program.
- We offer career opportunities with Manitoba Hydro International.

For more information, or to schedule a classroom Career Awareness presentation, please visit our website at www.hydro.mb.ca/careers/training_programs, or call our Employment Line at 204-360-7282, or toll-free 1-800-565-5200.

Manitoba Hydro is Generating Bright Futures. ♦



One of the best decisions I have ever made was to enroll myself in trade school. I knew early on in high school that writing essays and lab reports just wasn't for me, and that I much preferred working with my hands. Electricity always piqued my interest, and after four years with Manitoba Hydro, I have received my journeyman status. I may be a minority as a young woman in this trade, but I have never been treated unfairly. My opinion is valued, and I am given equal opportunity to learn and further develop my skills. For the young women who are starting to think about their career choices, I highly recommend trying a trade. They can be challenging, yet very rewarding.

Andrea Capper, electrical technician

POWER IN EDUCATION

Manitoba Hydro proudly supports education by offering awards, bursaries, and scholarships to students. To find out more, visit:

hydro.mb.ca/careers/students/



First Booth University College business student attends EIA



This past summer, Booth University College student Joshua Rempel (second from right) was the guest of the European Innovation Academy, a non-profit educational institute recognized for excellence in tech entrepreneurship education, in Portugal.

Far left: Booth University College student Joshua Rempel.

“I’m helping people – and I love it! This is the place to be!”

This past July and August, Booth University College (Booth UC) student Joshua Rempel embarked on a unique experience. For three weeks, he was the guest of the European Innovation Academy (EIA), a non-profit educational institution recognized for excellence in tech entrepreneurship education. EIA educational programs are jointly developed with professionals of world-class partner universities and companies. In its many locations throughout Europe, future entrepreneurs and business leaders from more than 75 different nationalities receive a priceless experience in real-world education. Booth UC has now partnered with EIA, and Rempel was the first Booth UC student ever to participate.

At the EIA, teams of five students have 21 days to grow an idea from inception into a business model, after which they are judged by an international panel of business professionals, and are mentored by seasoned educators and professionals.

“This is not just a theoretical exercise,” says Professor Angela Davis, associate professor of business administration and head of Booth UC’s Business Administration program. “A number of products have actually launched from the EIA experience to become successful businesses.”

A student who applies for the opportunity to go to the EIA needs to have strong grades, of course, but also has to be an exceptional person who can handle working under stress.

“It’s not for everybody,” says Professor Davis. “We look for students who are excellent representatives of Booth UC, including the academic and personal strength to succeed.”

The EIA also has an entrance process of its own, including an interview, in place. “Besides having strong marks, Josh is a very creative and innovative student. It appeared the EIA would be a great fit for him.”

To Portugal and back

Rempel landed at Lisbon, Portugal on July 15 and took the train to Cascais, one of the EIA centres. There he immediately dove into work for the next three weeks.

Mornings were spent in class with lectures focused on that day’s subject. “If the day was devoted to marketing strategy, for instance, marketing people from around the world would come in and lecture,” says Rempel. Other days would be devoted to topics such as venture capitalists, developing prototypes, validating product and developing market fit.

“It was awesome to take in all this real-world expertise.”

Afternoons were spent in group work. Rempel’s group’s project was an artificial intelligence software for medical purposes that would combine CT scans and X-rays with patient data to provide a more accurate patient diagnosis.

“We were focused on building up our company,” he says. “Some days we were developing our prototype, others were devoted to marketing strategies and developing a business plan and revenue model, talking to consumers and making contacts within the industry. It was a lot of work and very intensive.”

But by the end of those 21 days, Rempel’s group had a working prototype of their business model and had a marketing strategy all mapped out. They received grades and a certificate of completion for their efforts.

While Rempel decided to opt out of the next stage of actually launching the business because of distance, time, and language hurdles, he’s thrilled with his stint at the EIA.

“I enjoyed every minute of the experience,” he says. “I gained valuable expertise and developed connections that will stay with me forever. It was the opportunity of a lifetime.”

To learn more or apply for degree, diploma and certificate programs, visit BoothUC.ca. ♦



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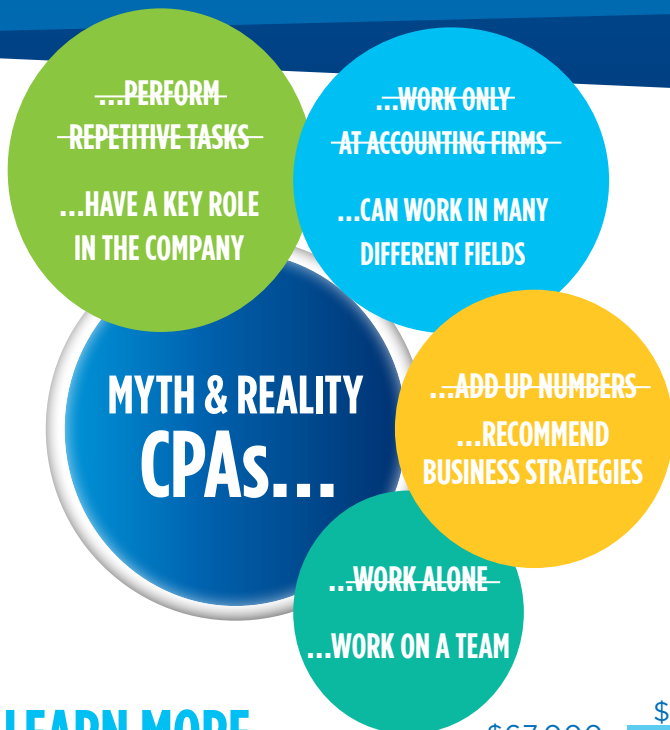
JUSTIN JACOB BDI: BRIDGE DRIVE-IN

766 JUBILEE AVENUE
Winnipeg, Manitoba

When he was 12, Justin Jacob dreamed of playing in the National Basketball Association (NBA). Today, he plays in the major leagues of the business world.

His team spirit, natural leadership and the skills he developed in his CPA education have helped him successfully grow his company, BDI: Bridge Drive-In, into one that all Manitobans love!

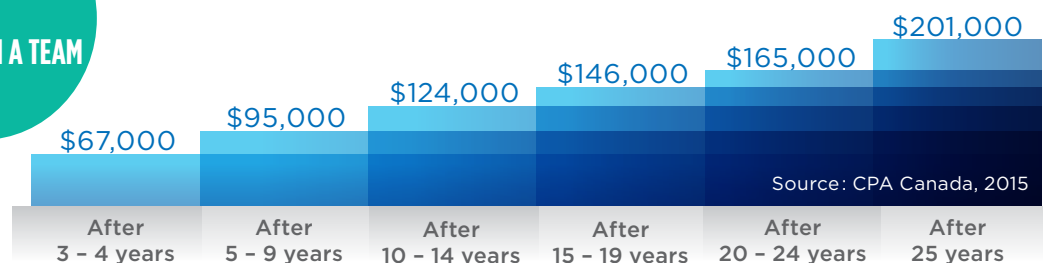
- Always exceeds expectations
- Is his own boss
- Enjoys a different challenge everyday



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