

ALONG THE LINE

Vol. no. 30

November 1984

Issue no. 8



1959-1984
**NATIONAL
ENERGY
BOARD**
GOING STRONG
TWENTY-FIVE YEARS



Quarter Century of NEB · Constructive Explosives on the Pipeline
TCPL Community Volunteers · Studying Business, First Step Toward Job

ALONG THE LINE

Fuelling our Needs: PAGE 1

National Energy Board, 25 years old, is watchdog over Canadians' energy supplies

Explosives Made to Build: PAGE 5

Welding by detonation is tested on construction of TransCanada pipeline section

The Community Spirit: PAGE 10

More people than ever are volunteering time, helping others in variety of community work

A Key to Business World: PAGE 14

TransCanada supports program that allows students to learn and practice jobs in corporations

News

Corporate News PAGE N1

Cross Country News PAGE N2

Changes PAGE N6

Anniversaries PAGE N7

Editor: Martine Becu

Contributing Editors: Derek Hayter, Barbara Muir
Senior Writer: Paul Hoag

Assembly: Harry Rankin

Printed by: TransCanada PipeLines' Printing Department

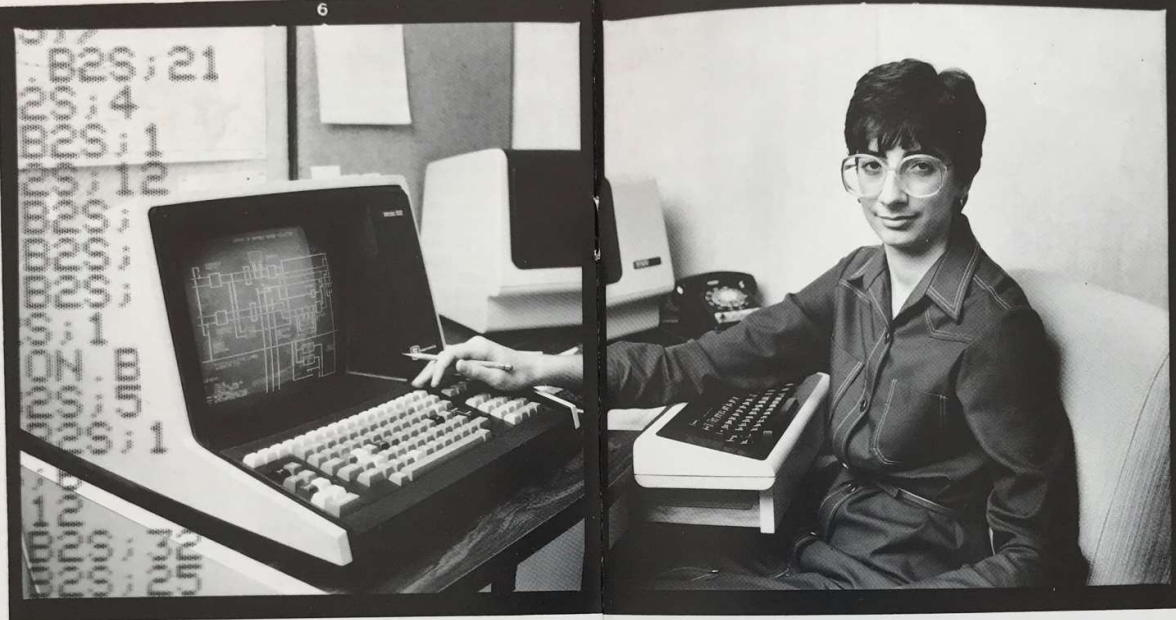
Member International Association of
Business Communicators.

Along The Line is published 10 times a year by the Public Affairs department for the employees and families of TransCanada PipeLines and its affiliated companies.
P.O. Box 54, Commerce Court West, Toronto, Ontario,
Canada M5L 1C2

Cover: 1959, a colorful year. *Top row* left to right, Hawaiian flag symbolises 50th state, which President Eisenhower signs into Union; Premier Khrushchev visits U.S.; with hurler Larry Sherry in action, Dodgers win World Series from White Sox. *Middle*, Academy Award winner "Gigi" includes star Leslie Caron; Prime Minister Diefenbaker gets his promised National Energy Board; cars have developed jaws and, pictured, tail fins; Winnipeg wrestles Grey Cup from Hamilton. *Bottom*, Europe's long, hot summer brings "great year" vintages; Canadian coat-of-arms graces first NEB documents, stationery; Elvis Presley is in his prime.

CHOOSING THE CREAM OF THE CROP

Young scholars who've worked in industry find wide career choice, and a key which opens door to the business world



SONIA BOT
Helping computers talk to one another.

SETTING STUDENTS ADRIFT IN CANOES WITHOUT PADDLES - then taking away their canoes - can be as productive as plunging students into the job market immediately after graduation. That's why the Co-operative Employment program, to which TransCanada PipeLines is committed, is a practical way of allowing students to enter the business world.

By blending equal portions of work and education, students in the Co-operative program not only get more out of school, they're much better prepared to deal with full-time work.

Elmer Johnson, University of Waterloo Co-op Coordinator, notes that these students are "highly sought after in business... they're more knowledgeable and more mature as individuals because of their work experience."

"It's a two way street," says Johnson. "The company pays less than permanent rates for the students. They produce a great deal of work, are innovative, and bring in new, fresh ideas."

Mike Montgomery's experience with TransCanada is an example of the Co-operative program functioning at its best. A student at the University of Waterloo, Montgomery worked at TCPL for six terms. On graduation he moved directly into a job with the company, as an assistant in Rates department.

As a student, Montgomery was involved in the annual toll hearings in Ottawa. A computer terminal operator, at the time he was the only one in the department with computer experience. While in Ottawa he decided he wanted permanent work with the company.

"It would be difficult to buy a Mike Montgomery off the street," says Employment Co-Ordinator Norm Hamfelt. "Montgomery possesses a combination of skills that make him uniquely suited to working and dealing with a regulated industry."

As co-ordinator of TransCanada's Co-operative program, Hamfelt selects the best candidates available for the Toronto office. Up to 16 students now regularly work with TransCanada in the program, 14 in Toronto and two in Calgary.

Several colleges and universities now offer Co-operative Education programs, but the University of Waterloo was the first, beginning tentuously in two portable classrooms in 1957 with 75 students. Today it is still the largest Co-op school of its kind with about 8,500 of its 15,000 full-time students involved at any one time.

The students spend 56 months in the program, working for six three-month work terms. By foregoing summer vacations, it takes them only one year longer to get their degree; in the process they get two years' outside

working experience.

Hamfelt says TransCanada ensures salaries paid are competitive with other Co-op programs. "We get good value for our dollar," he says "because students' outputs are high."

Johnson points out the university also benefits. "They say Co-op students are more serious, with a much better knowledge of what goes on out there." The professors find them more challenging than those who've not worked in business. "Students go back after experiencing real life situations and they can challenge the professors, keeping them on their toes."

For Alberta Division Employment Co-Ordinator Everett Gratrix, the Co-op program is worthwhile for all concerned—the university, the student and the company. "I can't say enough about the program," says Gratrix. "The indirect benefit is in helping students get an education. And there is the added advantage of trying them out to assess their abilities."

"It takes only a short time for students to integrate into the system where they become indistinguishable from the regular staff," Gratrix says. "They don't get any special treatment: they pull their weight. They come in with a great deal of enthusiasm, grab the bull by the horns and get to work. We haven't had a sour ex-

perience yet."

Hamfelt says over the years the quality of Co-op students has been improving. In turn, TransCanada now pays students more and finds more difficult and challenging jobs for them to do. "A fair amount of the students' time is spent learning. They determine what they want to learn, and work with the supervisor to achieve that goal."

The first step toward employment is developing a realistic job description. Hamfelt helps supervisors write an accurate assessment of duties and responsibilities. This profile, posted at the universities, is often the first time a student has heard of the company.

As a result of the profile, the student will have an accurate preview of what to expect and what his or her responsibilities will be. "Initially students get simple projects," Hamfelt says, "which get progressively complex as they go on."

Hamfelt's goal has been to devise a system that will bring in the best possible candidate for a position. "We work hard to come up with methods to do so," he says, "including assisting supervisors with an instructional kit, and writing interview questions."

Hamfelt, an avid supporter of the Co-op system, feels it's the best form of education. "The universities still



MIKE MONTGOMERY
From co-op student to full time job.

basically teach the lecture and read methods, the classic style. I think the best learning comes through practical work. You can't turn knowledge into skill unless you can apply it. In other words, you have to integrate training into work and work into training."

Some students don't know what they are getting into. Mike Montgomery, from Wingham, Ontario, had little idea what TransCanada's business was when he started on the Co-op program.

Sonia Bot also had limited knowledge of TransCanada. A straight 'A' student, she was looking for a computer job with emphasis on engineering. Others shared her interest; no sooner had the TransCanada job been posted than the sheet was quickly filled with names. Managing to squeeze her name onto the bottom of the sheet, her persistence was rewarded. She is now into her second work term with TransCanada in Toronto.

A double bid system is involved in the hiring process, with the employer ranking the students, and the students, in turn, ranking the companies. Both, understandably, try to get their first choice, and TransCanada is high on the list for many students.

Ian Carter, Assistant Manager of General Accounting in Toronto, is responsible for selecting some students. "Generally," he says, "we want a student who is career minded, well rounded, mature, with good work habits."

Despite the detail and care involved in structuring and outlining the program, students can still come up with mistaken impressions. Ken Kawall, a second Assistant Manager of General Accounting, himself a graduate of the Waterloo Co-op program, has noticed students' expectations are getting "awfully high."

"Students see themselves moving into senior analytical jobs right away. And they're not too happy doing

the more mundane functions. They don't seem to appreciate that their work is providing them with a good fundamental education."

What can students realistically expect? In the first term they get a general grounding in basic office routines, focusing on clerical tasks. In the second and subsequent terms, their duties upgraded, they are given more difficult analytical roles.

"The complexity of the work they'll take on," says Norm Hamfelt, "depends on their maturity and experience." After a couple of terms' work their tasks may be every bit as complex as full-time staff work. It can take a student from two weeks to two months to get acclimatized to a company.

Sonia Bot, chose to develop a computer program to get the best fuel flow from the Northern Ontario/ Great Lakes split of the TransCanada pipeline. And last summer she worked on a program that would enable the company's two separate computer systems to communicate with each other. The work continues.

"These projects help them, and help us too," says Ian Carter. "It's in our best interest to get students to come back, and theirs to come back. Students are not key to the day-to-day operation—but they are here to get things done we wouldn't normally do."

The importance of the Co-op program to the student can't be underestimated. With such a successful system, it's surprising Co-op programs aren't more widespread. Perhaps, someday, they will become a vital part of everyone's education.

PipeLine

WILLIAM KILBOURN