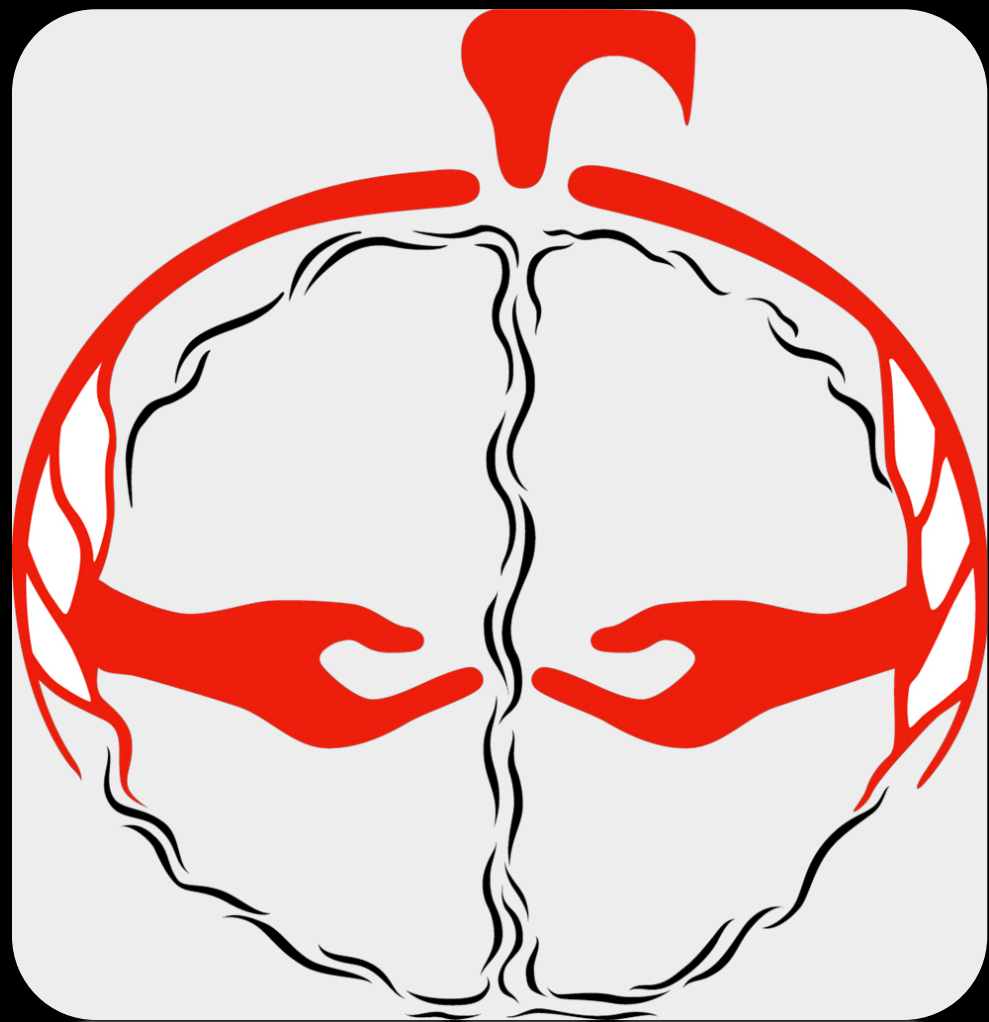
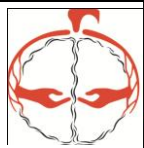


Barriers to Aboriginal Employment



A REPRESENTATIVE WORKFORCE

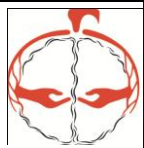
A workforce that reflects our provincial working age population of Aboriginal people, persons with a disability, visible minority members and women, in all classifications and at all levels of an organization.



A REPRESENTATIVE WORKFORCE

In the ideal workplace, employees are hired and promoted based on their skills and abilities and without regard to ancestry or perceived race.

Their workplace environment is free of harassment.



A REPRESENTATIVE WORKFORCE

However, this is not the reality in many work places.

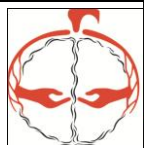
To achieve the ideal requires many initiatives to overcome issues such as the following.....



RECRUITMENT ISSUES

SYMPTOMS

- Can't find qualified Aboriginal employees
- No applications
- Aboriginal candidates perform poorly in job interviews



POOR RECRUITMENT

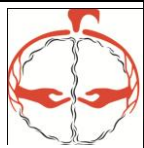
POTENTIAL CAUSES

- No targeted recruitment practices in place
- Assessment tools/selection processes are biased
- Weak relations with Aboriginal organizations
- No pre-employment plans



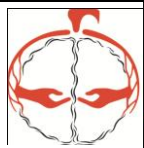
RECRUITMENT SOLUTIONS

- Contact and use Aboriginal training and recruitment service providers
- Access inventories of Aboriginal job applicants
- Use job oriented pre-employment programs
- Establish or access Aboriginal apprentice programs



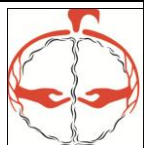
RETENTION ISSUES

- SYMPTOMS
 - High turnover of Aboriginal employees
 - Negative exit interviews
 - High absenteeism
 - Aboriginal employees move to new employer (often upward and onward)



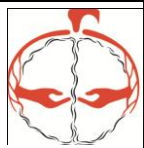
RETENTION ISSUES

- POTENTIAL CAUSES
 - No orientation/corporate awareness training for new employees
 - No flexible working arrangements
 - Unwelcoming corporate culture
 - Harassment/racism in the workplace
 - No support for Aboriginal employees (EAP)



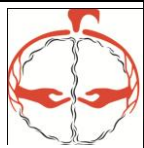
RETENTION SOLUTIONS

- Provide new employees with proper orientation
- Match employee needs and skills to the work environment and job requirements
- Put anti-harassment measures in place
- Develop a strategy to retain Aboriginal employees
- Conduct and monitor exit interviews



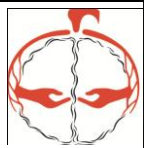
ADVANCEMENT ISSUES

- SYMPTOMS
 - No Aboriginal employees in senior management
(This is common most every where...)
 - Low rate of promotion among Aboriginal employees



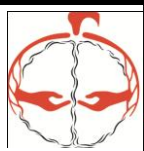
ADVANCEMENT ISSUES

- POTENTIAL CAUSES
 - No career planning for Aboriginal employees
 - No mentoring programs
 - No succession planning to ensure Aboriginal representation
 - No monitoring of Aboriginal participation in training/development plans
 - No poaching programs



ADVANCEMENT SOLUTIONS

- Prepare training and career development plans for Aboriginal employees (inclusion)
- Develop mentoring programs
- Include Aboriginal employees in succession planning
- Training and promotion results to be monitored and reported
- Headhunt and poach from other organizations



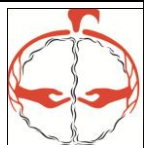
OVERALL STRATEGIES

- Put an Aboriginal employment strategy in place
- Get senior management commitment
- Set specific goals
- Integrate strategy into all aspects of company
- Negotiate Aboriginal employment clauses into collective agreements



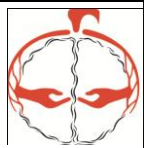
WORK ENVIRONMENT

- Provide Aboriginal awareness training to managers and employees
- Flexible work environment to enable following of traditional pursuits
- Corporate communications reflect Aboriginal awareness
- EAP reflects needs of Aboriginal employees
- Aboriginal employee advisory groups in place



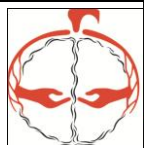
REALITIES

- Many may be coming from a poverty situation
- Transportation issues
- Single parent issues (day care, start times)
- High family demands
- Need for flexibility and support
- Word of mouth goes a long way



BEST PRACTICES

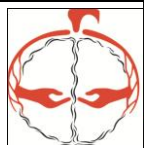
- SaskTel Aboriginal Team
- Mitchells/Maple Leaf and Whitecap
- SIGA
- Provincial Internship Program
- Affinity Credit Union
- W+R Concrete Lloydminster



CASE STUDY #1

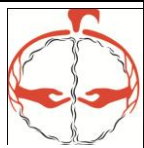
An Aboriginal employee who is a new hire is approved to go to an Aboriginal employment networking conference out of town.

Co-workers are talking about the special treatment the Aboriginal employee is being allowed, given that the employee is new and others will have to work alternative hours to backfill their position while they are away.



CASE STUDY #1

- What are the issues?
- How do you think the Aboriginal employee feels in this situation?
- What are the responsibilities of the employee, the supervisor/manager, the other employees and the corporation?
- How could this have been handled differently?



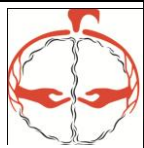
CASE STUDY #2

At the water cooler you overhear Ken and Dean.

Ken: *“I can’t believe our companies decision to expand to the reserve.”*

Dean: *“I know what you mean...who would want to go there and deal with the lazy Indians?”*

Ken: *“Well I am glad its not me that has to go....I hear ya.”*

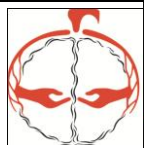


CASE STUDY #2

Just then, your supervisor calls you over.....

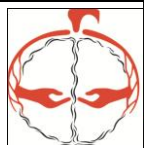
Supervisor: *“We have just expanded our service into the urban reserve and we want you to be the lead. There is a promotion in it for you. Your staff will be Ken and Dean.”*

Your boss then asks you to go and give Ken and Dean the “good” news.



CASE STUDY #2

- What are the issues that need to be dealt with?
- How would you handle the situation?
- What would you say?

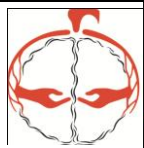


CASE STUDY #3

Teddy loves to joke around. He's always pulling pranks and cracking jokes.

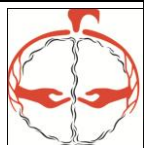
Unfortunately he sometimes crosses the line and his jokes are aimed at specific people or groups of people.

One day he is in the middle of telling a joke and another employee tells him to, "*Shut up and stop being such a bigot.*"



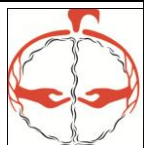
CASE STUDY #3

Teddy is obviously surprised, taken back and angered by the comment. When he gathers himself together he responds that the other worker needs to *“Get a sense of humour, its just a joke.”*



CASE STUDY #3

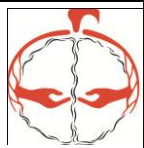
- What are the issues?
- Who determines “the line” and how it is enforced?
- Does it make any difference if Teddy is gay, a visible minority, and in a wheelchair?



CASE STUDY #4

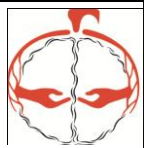
An Aboriginal coworker just told you that her auntie has died. She adds that she is leaving after work for a week. When your uncle died, you only were allowed one day and you wonder why such a difference exists.

You want to ask her but you feel it is not the right time. However, you do want to understand the situation.



CASE STUDY #4

- Where would you begin to research the information you are after?
- What are the main factors you need to understand to come to terms with this situation?



CASE STUDY #5

At the coffee break, an employee brings up an article they read in the paper about a land claim.

“These treaties and issues are so old. Can’t they get over it?” he says. “I’m tired of giving them everything.”



CASE STUDY #5

What is the best way to react to this comment?



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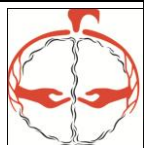
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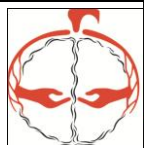
Western Region 2

Darlene McKay

1439 12th St West,

Prince Albert

Ph: 763-5356



SOURCE

- Aboriginal Workforce Participation Initiative
- Indian Affairs and Northern Development

