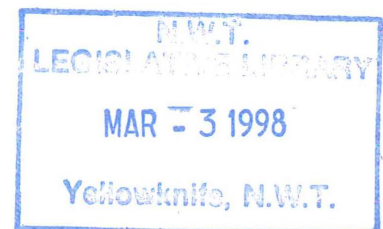


*Achieving
Excellence through
Diversity:*

**Affirmative Action in
the NWT Public
Service**

FINANCIAL MANAGEMENT BOARD SECRETARIAT

FEBRUARY, 1998





Prepared by:
The Honourable John Todd,
Chairman of the Financial Management Board

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INTRODUCTION

The territorial Public Service provides programs and services to a diverse population of approximately 65,000 people, living in more than 60 communities, dispersed across a vast geographic area. The Government of the Northwest Territories (GNWT) has established as a goal in policy, a competent Public Service that is representative of this diverse population. It strives to achieve representativeness so that the Public Service can make the fullest possible use of the skills and talents of all Northerners in order to serve the public better.

The current Affirmative Action Policy recognizes that certain segments of the population face employment disadvantages, such as higher unemployment rates, lower employment/population ratios, limited occupational distribution or limited career progression compared with the rest of the workforce. To address these disadvantages, the policy provides for the application of special measures, including priority in hiring, training and promoting, to improve the representation of the designated groups.

The groups designated under the policy are

indigenous Aboriginal peoples, indigenous non-Aboriginal peoples, resident women in non-traditional and management jobs, and disabled persons. Individuals may qualify for preference through only one target group. The box (right) provides the definitions for the designated groups provided in the policy. The definition of non-traditional jobs for women established in the GNWT refers to any occupation in the GNWT, where there are more than 10 positions in the classification group, and the current representation of women is less than 30 per cent. At the point where women represent 30 per cent or more of an occupation, it ceases to be defined as non-traditional. For this reason, statistics on women in non-traditional occupations are dynamic, and changes in recruitment and staff turnover will continually influence which occupations are considered non-traditional.

In February 1997, the Standing Committee on Government Operations established a special Working Group on Affirmative Action and Human Resource Management. The Working Group undertook a series of consultations and in June 1997 released a report with recommendations in each of the areas they considered. Many of these recommendations proposed revisions to the current Affirmative Action Policy, including changing its name and focus to

- **Indigenous Aboriginal Persons -**

Means those persons who are descendants of the Dene, Metis or Inuit people, indigenous to the present boundaries of the NWT and includes any aboriginal persons resident at birth pursuant to section 7.1. of the Vital Statistics Act and any Canadian Aboriginal persons who have lived more than half their lives in the NWT.

- **Indigenous Non-Aboriginal Persons -**

Means those people born in the NWT, or who have lived more than half their lives in the NWT.

- **Disabled Persons -**

Means those people who are at a disadvantage as a result of a medically certified learning, mental, emotional or physical disability which handicaps the person in taking advantage of employment, training and career advancement opportunities in a way which would not be encountered by a person without such a disability.

- **Resident -**

Means anyone resident in the NWT for a period of at least one year.

Employment Equity; modifying the groups eligible under the policy; and providing more specific targets for equitable representation. A revised policy, based on these recommendations, will be submitted to the Standing Committee on Government Operations for their review this year.

Despite the recognition that the current policy does need to be changed, the representation of groups designated under the policy has increased. For example from 1989 to 1995 the number of Aboriginal people in the public service increased by 36 per cent. However, *Section I - Profile of the Public Service* illustrates that in certain occupational categories, in certain regions, we have a long way to go before we have a truly representative Public Service. So, while it is important to recognize our successes, it is also important to recognize that as a government we still have more work to do to ensure that the designated groups are equitably represented based on their population, at all levels, in every occupational category.

The GNWT's ability to employ members of the designated groups is directly linked to the availability of members of those groups in the labour force and their skills and education. To ensure that artificial barriers to employment are removed, the GNWT is in the process of implementing a new job evaluation system. The development of the new job evaluation system has resulted in the systematic review of all job descriptions for appropriateness of qualifications, skills and abilities. The new system will rely on competency, as well as education and experience.

Section II - Labour Supply illustrates that still the most significant barrier to Aboriginal people's full and complete participation in the territorial Public Service is education. As more Aboriginal people participate in training and education, the GNWT will be able to employ them in sufficient numbers to have a representative workforce.

As a government we have three opportunities to improve the representation and participation of the designated Affirmative Action groups in the territorial Public Service:

- prior to hiring, we can support the development of northern residents by sponsoring individual students to complete post-secondary studies, funding career training programs and adult basic education programs, continuing to support education at the community level and providing career counseling services through individual career centers;
- at the point of hiring, we can ensure that job competitions are well advertised, that unnecessary qualifications are eliminated from job descriptions, that entry-level positions are created to provide opportunities for recent graduates, that the Affirmative Action Policy is applied consistently and that all job competitions are free from bias; and
- after hiring, we can support the development of our employees through sound human resource planning, including mentoring, career pathing, transfer assignments, secondment agreements, and training opportunities; and by ensuring that the workplace is free from discrimination, and is supportive and respectful of Aboriginal people, women, and people with disabilities .

The activities departments are planning or completing are occurring at each of these three junctures and are described in summary in *Section IV - Our Efforts*. Departments are undertaking these activities as employers, on behalf of the entire Government in areas within their mandate, or in cooperation with other departments. The impact of these efforts varies - in some instances the results are immediate, while other efforts will require much longer to yield increases in representation. However, all of these efforts are helping us to achieve our common goal of a Public Service that is representative of the population it serves.

It must be recognised, however, that the GNWT is limited in its ability to dramatically improve representation over the short term. Representativeness in all categories for all designated groups requires a significant additional investment in education and training opportunities. It will also take time for members of the designated groups to gain the education and skills which will equip them to fill public service positions at all levels.

The Nunavut Human Resources Development Strategy outlined a plan for 85 per cent Inuit representation in the new Nunavut public service. The plan identified incremental resources required to support this goal. Through the provision of \$39 million in funding for the Strategy, the federal government has supported public service representativeness in Nunavut. Many of the activities departments are conducting in Nunavut, which are described in their departmental reports and summarized in *Section IV* of this report, are being supported through this funding.

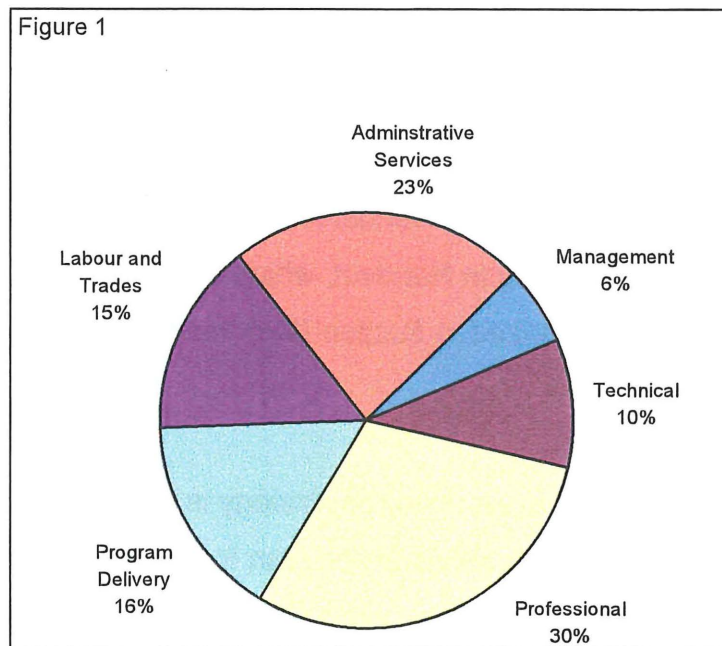
A similar human resource strategy is being developed for the new Western territory which will outline a plan to ensure a representative public service. The Western Human Resources Development Strategy plan will identify the incremental Western investment being sought from the federal government to achieve this goal.

The GNWT's continued efforts to identify and secure funding to support the creation of two new territories, including the significant investment required to ensure that each territory has a public service which is representative of its population, will continue to be one of the most significant efforts the GNWT makes towards achieving equitable representation of the designated groups in the public service.

SECTION I - PROFILE OF THE TERRITORIAL PUBLIC SERVICE

The territorial Public Service is comprised of more than 5,200 employees, working for one of twelve departments, seventeen boards, two colleges, the NWT Housing Corporation, or the Workers' Compensation Board, and in any of six administrative regions. There are many types of jobs in the territorial Public Service. All of these jobs are grouped in six broad occupational categories: management, professional, technical, administrative services, labour and trades and program delivery.

Figure 1 (right) shows the current distribution of Public Service employees by occupational category. This distribution will be affected



by many things, including the transfer of program responsibilities and jobs to community governments, alternative service delivery mechanisms, and the devolution of provincial type powers from the federal to the territorial government. This type of change typically only reduces or increases the number of these types of jobs (e.g., labour and trades) in the Public Service, not in the broader labour market.

Each of the occupational categories generally have different education requirements, require different types and lengths of experience, have different levels and types of responsibility and different levels of pay. The occupational categories are described in more detail below. These descriptions provide an

overview of the type of work and the education required for the majority, but not all, of the jobs in a category.

- **Management**

Jobs in the management category are those jobs with responsibility for planning, organizing, staffing, directing and controlling the activities of programs and services through subordinate supervisors. These jobs usually require people with a combination of post-secondary education and many years of experience, as well as expertise in a specific program or service area. An example of a job from this category would be a director of a division, who has managers that report to him or her, and is responsible for a budget.

- **Professional**

Jobs in the professional category are generally those jobs with responsibility for providing specialized services or expert advice. These jobs usually require university graduation or prolonged formal training, often require membership in a professional association, and sometimes have their educational and experiential requirements established in legislation. Examples of jobs from this category are lawyers, accountants and teachers.

- **Technical**

Jobs in the technical category are generally those jobs with responsibility for providing services or support in the physical and applied sciences. These jobs usually require community college certification, or sometimes university graduation. An example of a job from this category is computer technicians.

- **Administrative Services**

Jobs in the administrative category are generally those jobs with responsibility for providing internal advisory services or administrative support. Jobs in this category usually require a secondary education or less coupled with

experience, but can require college certification. Examples of jobs from this category are finance clerks and secretaries.

- **Labour and Trades**

Jobs in the labour and trades category usually involve manual work. These jobs can require limited skill and training, or a high degree of skill and training, such as trades certification. Examples of jobs from this category are plumbers and housing maintainers.

- **Program Delivery**

Jobs in the program delivery category are responsible for the direct delivery of programs and services. The education and experience requirements for these jobs may vary from very limited education and training to a college degree. Examples of jobs from this category include renewable resource officers and social workers.

Based on the current distribution of Public Service jobs provided in Figure 1, and the descriptions provided above, it is clear that at least 46 per cent of Public Service jobs require some degree of formal education or prolonged training.

SECTION II - ESTABLISHING OUR TARGETS

Population statistics are necessary to establish targets for representativeness in the NWT Public Service. There are two possible sets of population statistics to use when establishing targets for representation: the total population or the population 15 years of age and older.

The rationale for using total population figures to establish targets for representation is that the government provides services to the entire NWT population, from infants to elders. In their report, the Working Group on Affirmative Action and Human Resource Management recommended that total population be used to establish targets for representation. However, more than 32 per cent of the total NWT population is less than 15 years of age.

Using the population 15 years of age and older to establish targets for representation provides more realistic targets, particularly given the NWT's young population, as it represents those people who could possibly fill public service jobs. The population 15 years of age and older does not exactly match the labour force, which is defined as that portion of the population 15 years of age and older who are employed or unemployed, rather than engaged in other productive activities outside the labour force, such as attending school or providing care for family.

The selection of which population statistics to use as the basis to establish targets for representation is most significant for the identification of targets for Aboriginal people's representation. Due to the significant proportion of people under 15 years of age in the Aboriginal population, the target for equitable representation would be 61% based on the total population, and is 56% when the population 15 years of age and older is used. Males and females are

represented more or less equally in both the total population and the population 15 years of age and older.

We get information on the total NWT population mainly from Statistics Canada's national census. The Statistics Canada, Health & Activity Limitation Survey, provides information on the rates of disability in the NWT, the Yukon and the provinces. The GNWT Bureau of Statistics' Labour Force Survey is the primary source for information on the NWT labour force and the population 15 years of age and older.

Regardless of whether total population or population 15 years of age and older is used, the available population information has limitations which must be recognized when using it to establish targets.

The Census only indicates how many Aboriginal people, from both the south and indigenous to the NWT, there are in the NWT at a point in time; but does not specify the number of indigenous Aboriginal people, the group designated under the policy. The Census also does not provide information on the number of indigenous non-Aboriginal people in the NWT. The Labour Force Survey, which reflects only the population 15 years of age and older, does provide information on the number of indigenous non-Aboriginal people there are in the NWT.

Finally, available statistics on the numbers of people with disabilities in the NWT cannot be used to establish a numeric target for Public Service representation. The Statistics Canada, 1991 Health & Activity Limitation Survey, which indicates that the NWT has a 15 per cent rate of disability, includes disabilities that may not be medically certified or necessarily prevent a person from taking advantage of employment, training and career advancement opportunities in a way which would not be encountered by a person without disability (the definition of disability used in the policy). As part of the 1991 Health & Activity Survey, adults

15 to 64 years of age were asked a number of questions about activities which most people carry out as part of everyday life. People who indicated they had some difficulty in performing any of the 17 activities, such as “Do you have any trouble walking up and down a flight of stairs?”, were considered to have a disability. Of the 4,785 people with disabilities in the NWT, 1,020 reported that because of their condition they were limited in the amount or type of work they could do. Again the definition of “limited at work” does not equate with the definition employed in the Affirmative Action Policy.

In discussing targets, we must take into consideration the limitations of the available information, the fact that the distribution between the Aboriginal and non-Aboriginal population will shift for both territories after 1999, and the policy revisions proposed by the Working Group on Affirmative Action and Human Resource Management, which suggest changes to the groups designated under the policy. With these qualifications, the table below provides an overview of targets for equitable representation, using both total population and population 15 years of age and older statistics, for the public service.

DESIGNATED AFFIRMATIVE ACTION GROUPS	TARGETS FOR REPRESENTATION BASED ON TOTAL POPULATION	TARGETS FOR REPRESENTATION BASED ON POPULATION 15 YEARS OF AGE AND OLDER
Aboriginal People in all occupational categories	61%	56%
Indigenous Non-Aboriginal People in all occupational categories	n/a	9%
Women in management and non-traditional occupations	48%	47%

As discussed previously, it is not possible to establish a numeric target based on the available data that is consistent with the definition of disability provided in the Affirmative Action Policy. Therefore the goal of the NWT Public Service should continue to be that disabled people seeking employment, training or

career advancement with the GNWT do not experience systemic barriers or discrimination, and that a disability does not block someone from employment if the essential duties of a position can be carried out.

Information on our employees currently comes from the Government Human Resources System (GHRS). The new human resource software, PeopleSoft, which will be implemented in the 1999/2000 fiscal year, and the new job evaluation system, will result in more complete information on our staff, and more descriptive and accurate occupational categories, where the jobs included in the categories are more consistent with one another. These new systems will not only improve our ability to capture and report on vital human resource information, such as participation by designated groups by job type, but will also support more complete and comprehensive human resource planning.

Figures 2, 3, and 4 show the current distribution of total population and population 15 years of age and older versus representation in the Public Service¹ by region, for Aboriginal people, indigenous non-Aboriginal people and resident women in non-traditional and management jobs². Currently, fewer than 1 per cent of all positions in the territorial Public Service are filled by disabled people.

¹ Statistics for the designated groups are based on employee self-identification and employees may be included in more than one designated group, for example an Aboriginal woman in a non-traditional occupation.

² All the statistics for the Public Service are based on January 1998 GHRS figures and do not include those of Stanton Regional Health Board as Stanton does not use GHRS for incumbents.

Figure 2

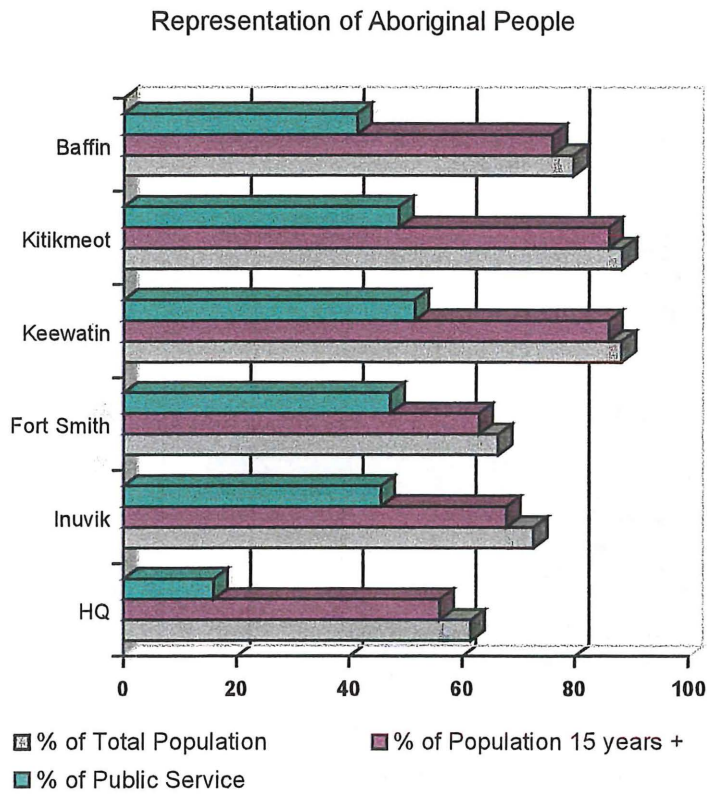


Figure 3

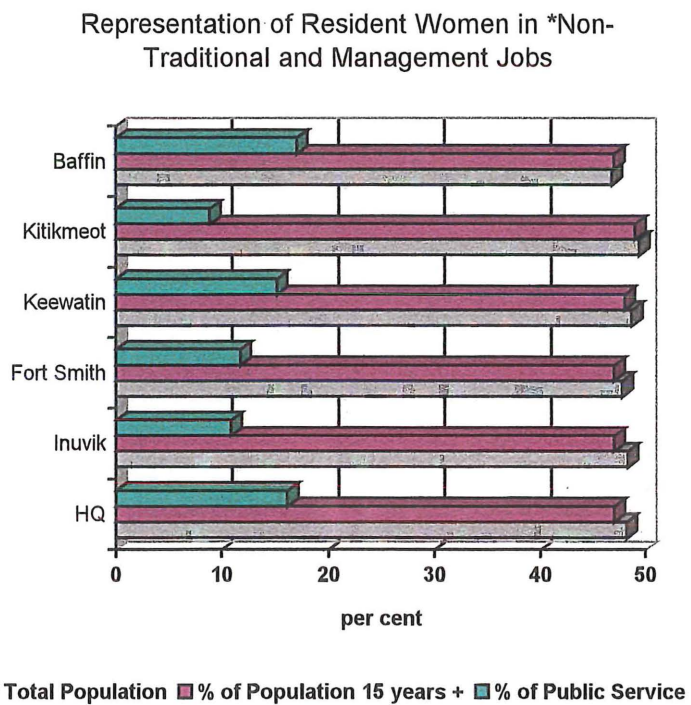
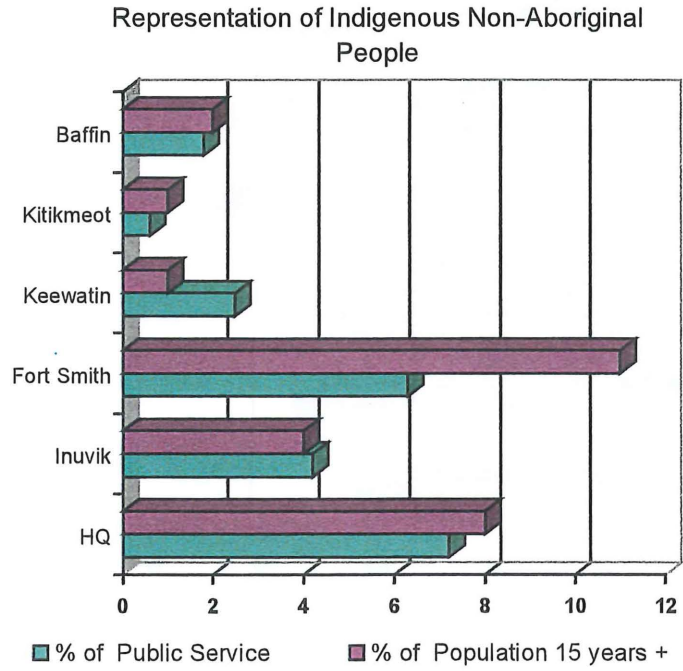


Figure 4

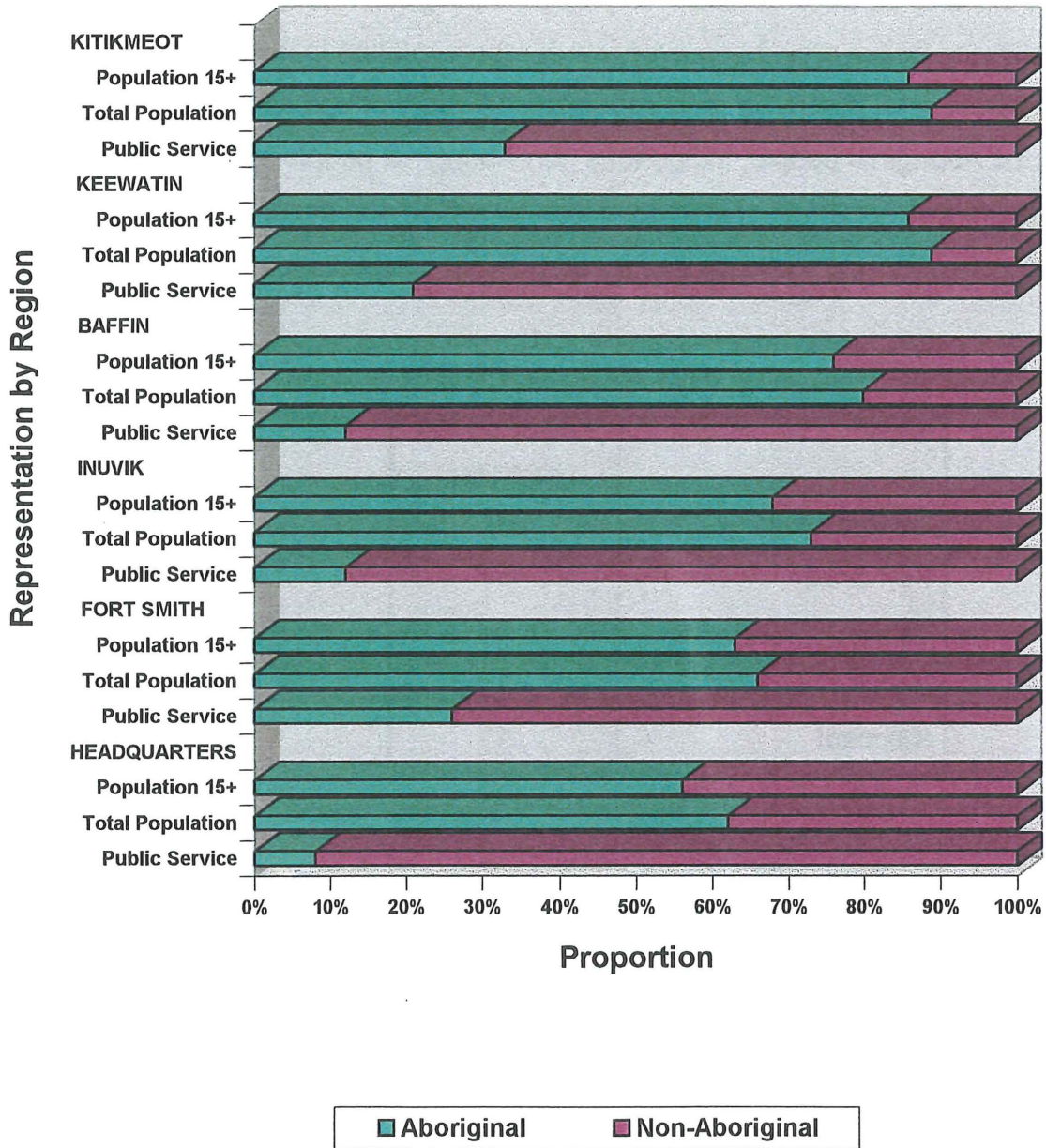


The Working Group on Affirmative Action has recommended that we further refine goals for representation by occupational category, by region, with targets for the headquarters region based on the total NWT population. The table below provides the distribution of disabled employees by region. The figures presented in the following pages provide an overview of representation in the Public Service versus total population and population 15 years of age and older for indigenous Aboriginal people, indigenous non-Aboriginal people, and women in management and non-traditional occupations by region and occupational category.

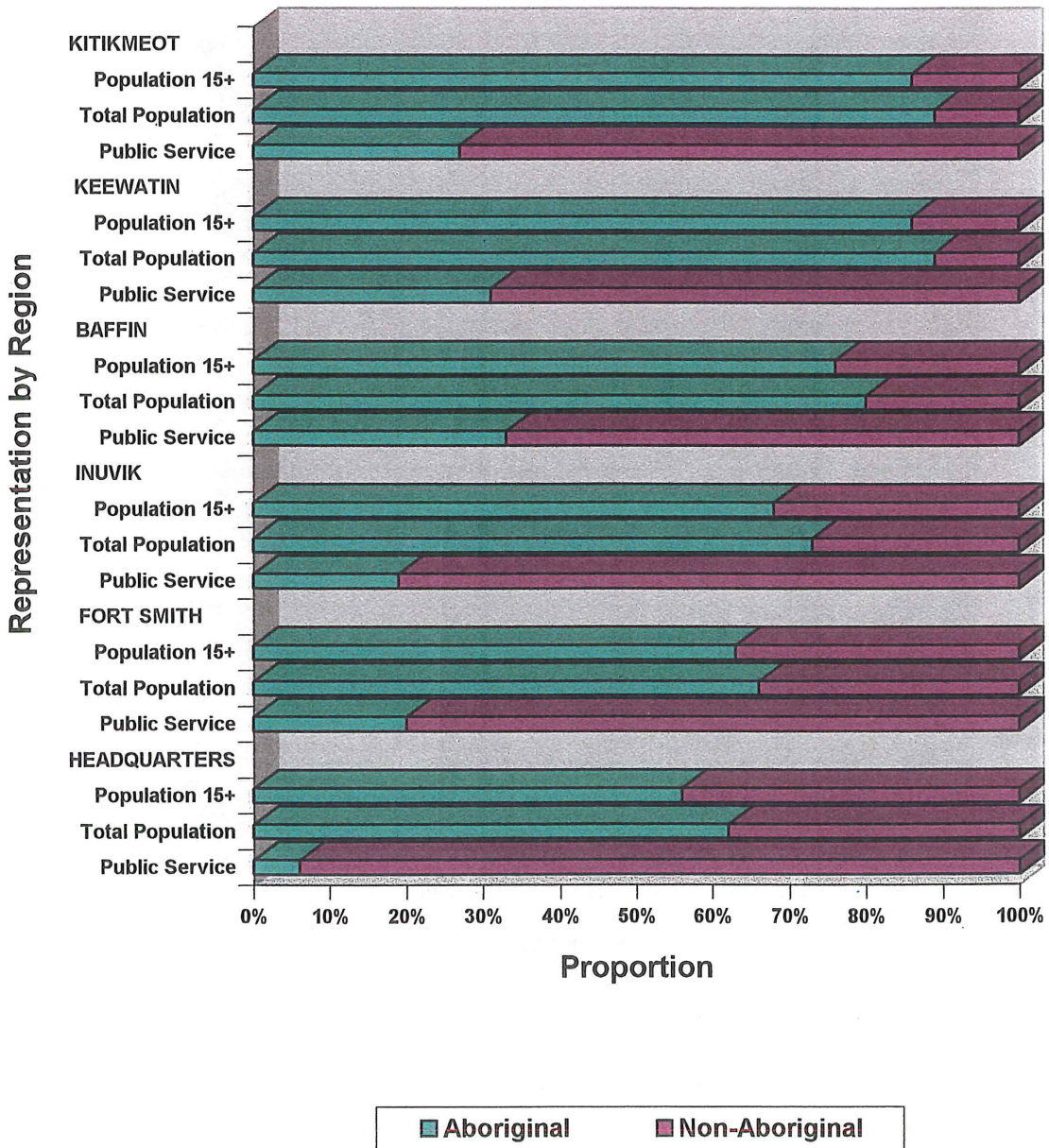
Figure 5

Region	Employees with disabilities
Headquarters	10
Fort Smith	3
Inuvik	3
Baffin	1
Kitkmeot	1

Management Group
Aboriginal Representation in the Public Service vs Total Population and Population 15 years of Age and Older

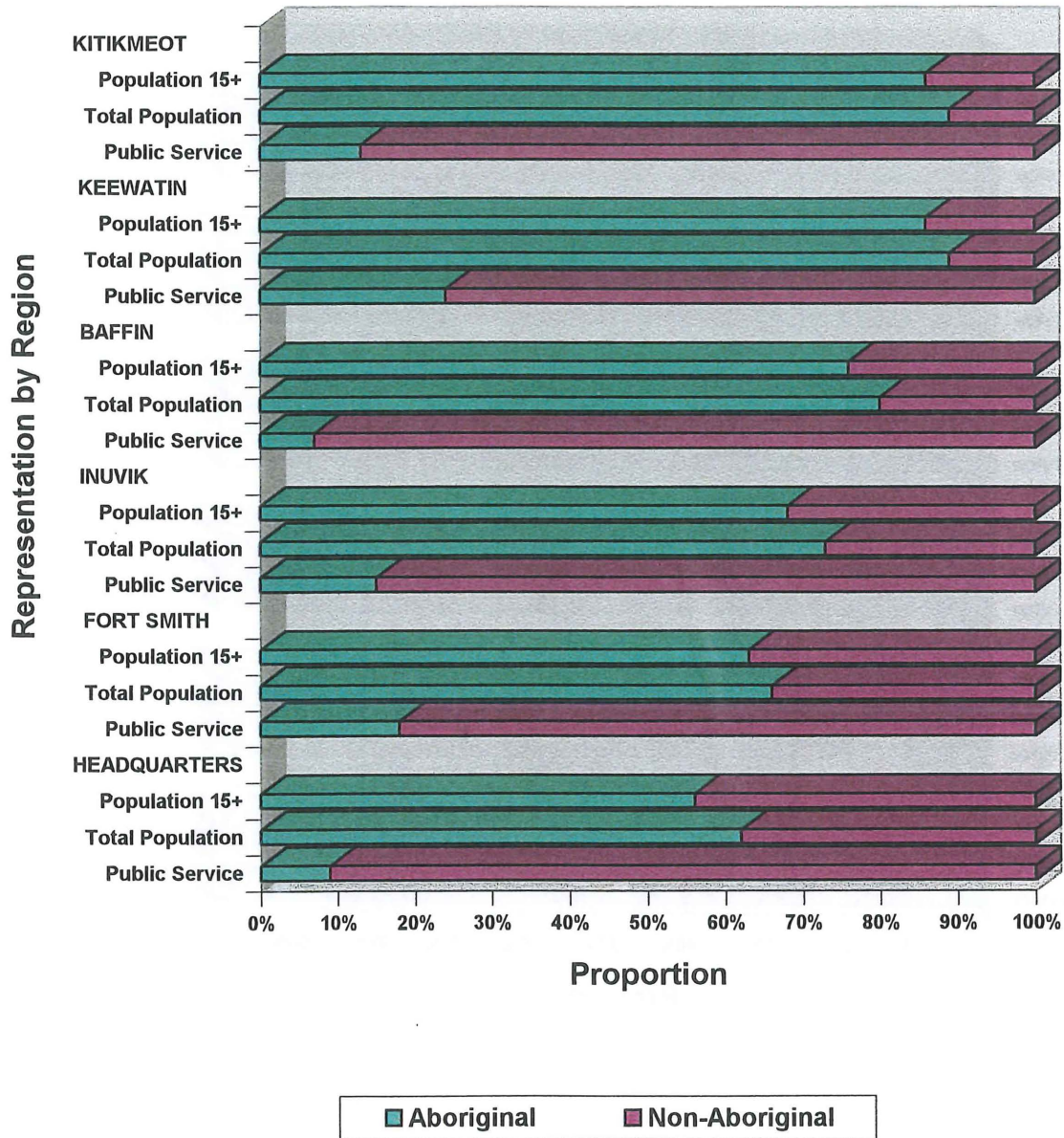


Professional Group
Aboriginal Representation in the Public Service vs Total Population and Population 15 Years of Age and Older

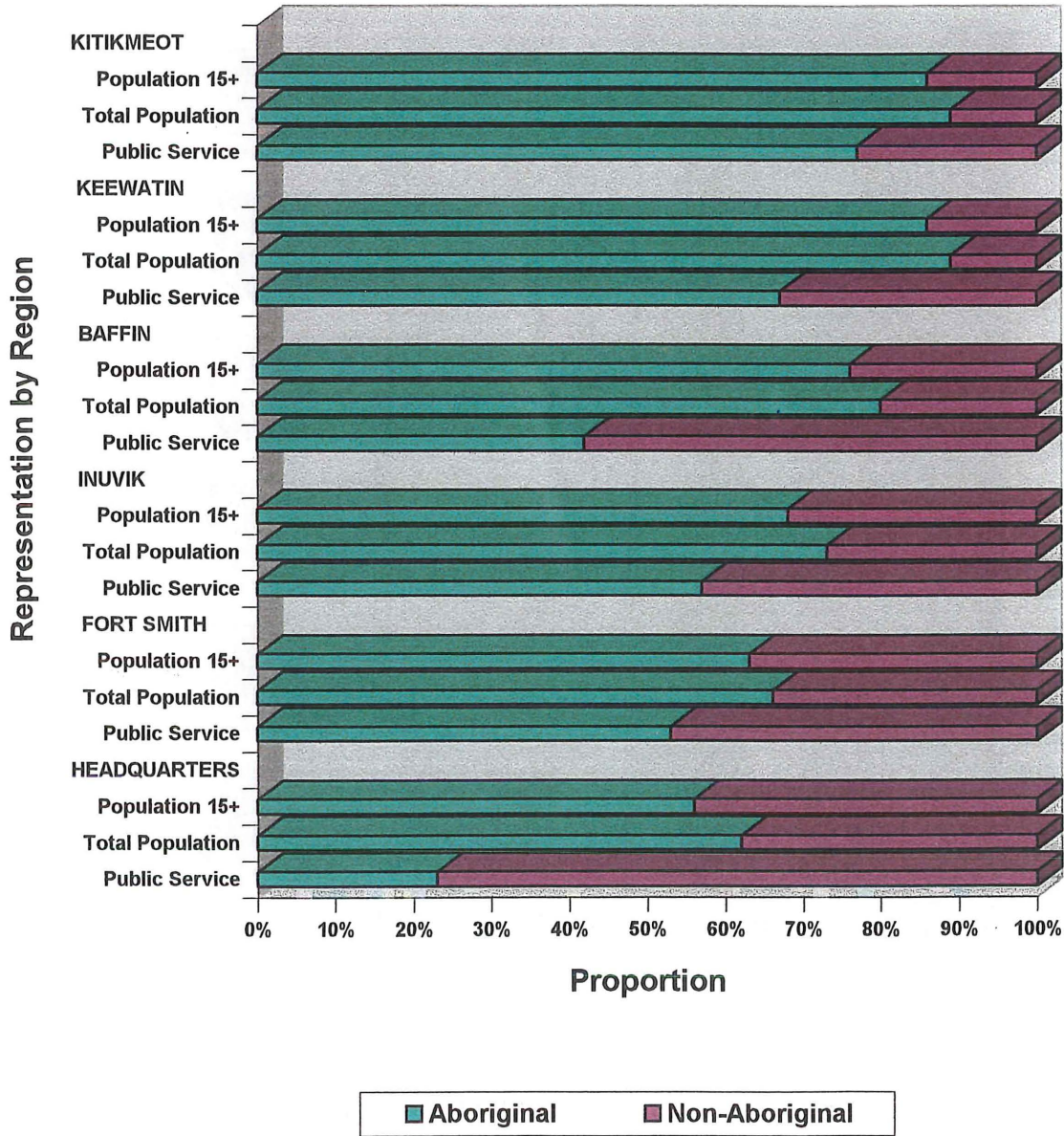


Technical Group

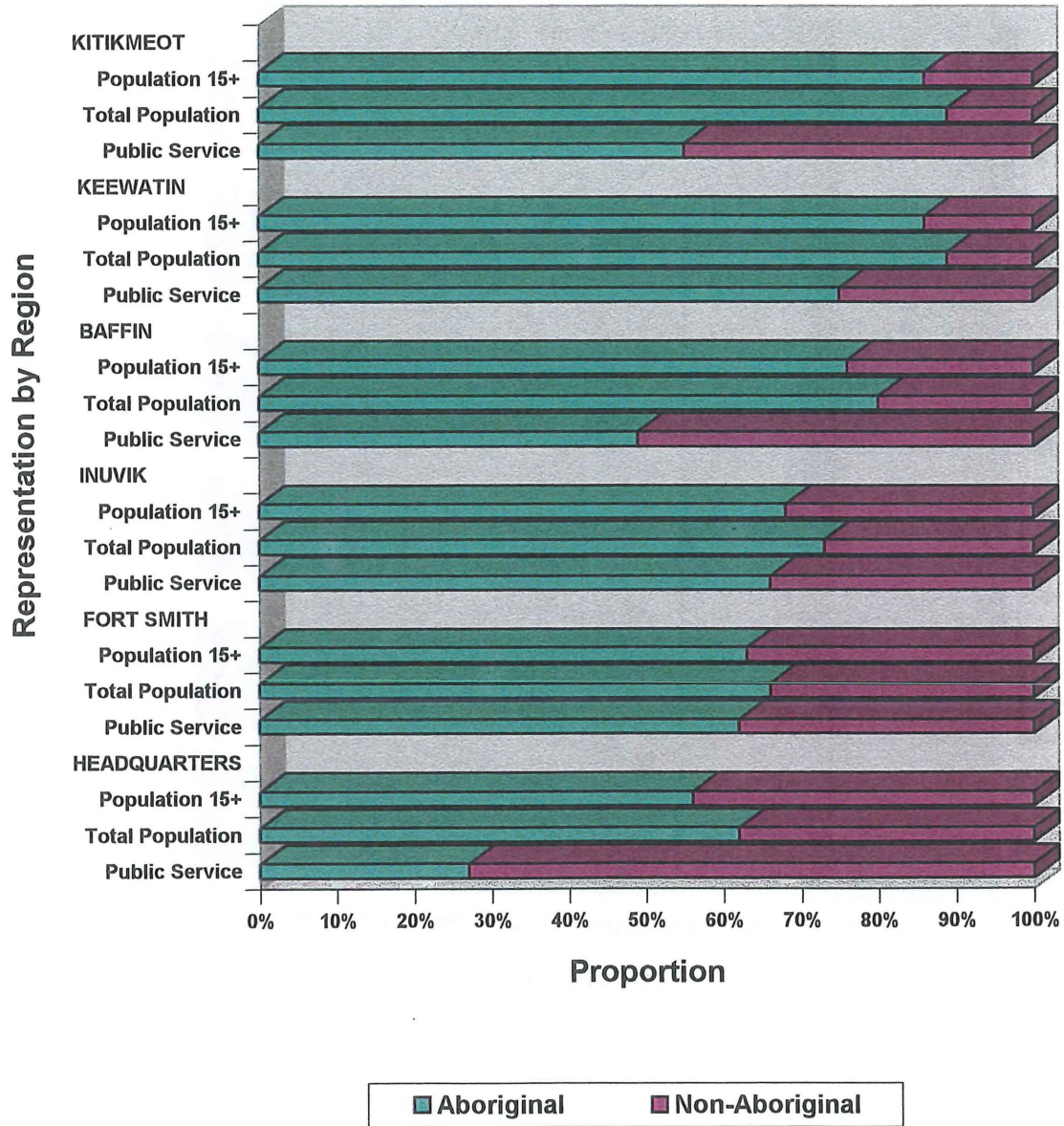
Aboriginal Representation in the Public Service vs Total Population and Population 15 Years of Age and Older



Administrative Services Group Aboriginal Representation in the Public Service vs Total Population and Population 15 Years of Age and Older

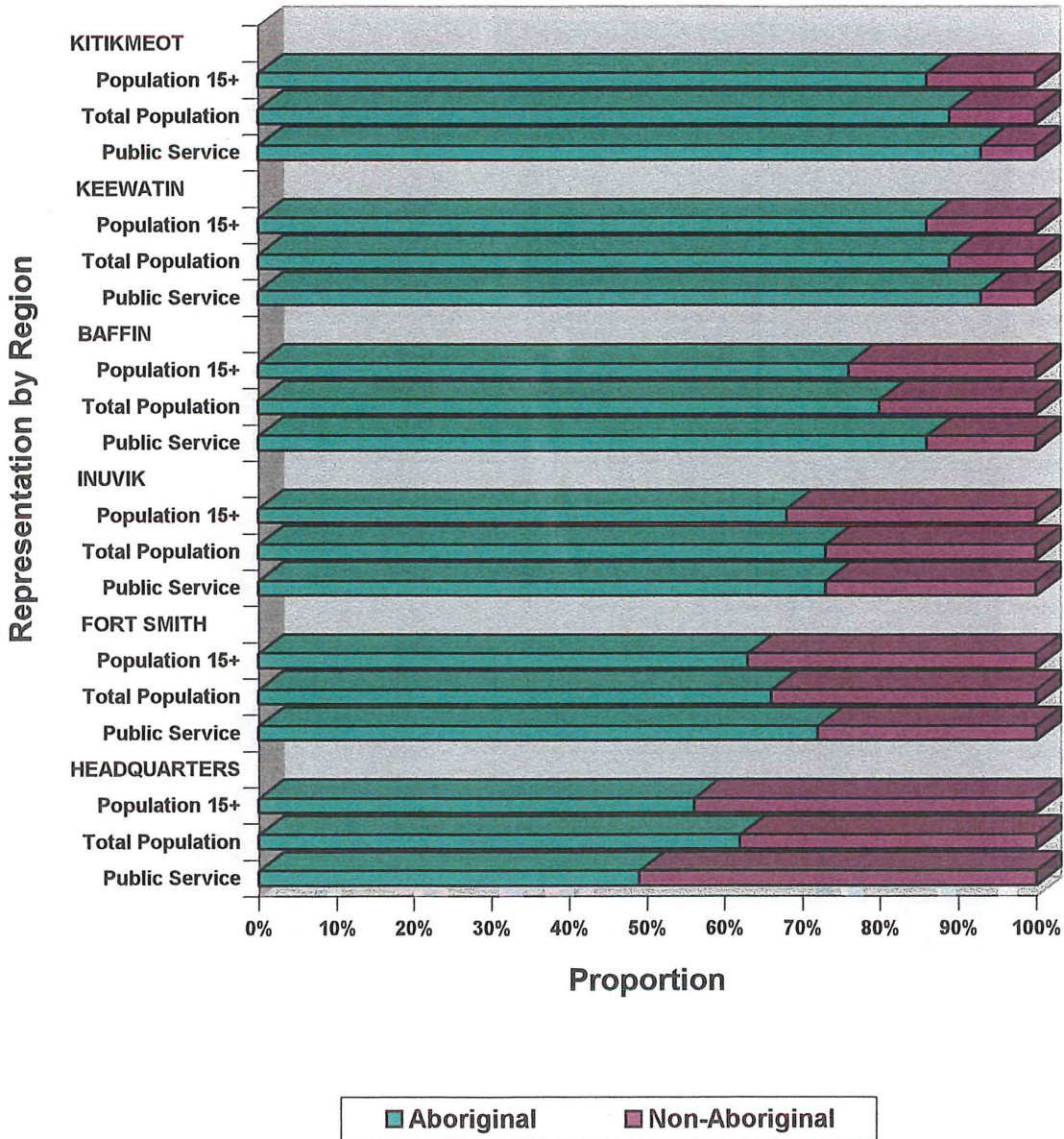


Program Delivery Group
Aboriginal Representation in the Public Service vs Total Population
and Population 15 Years of Age and Older

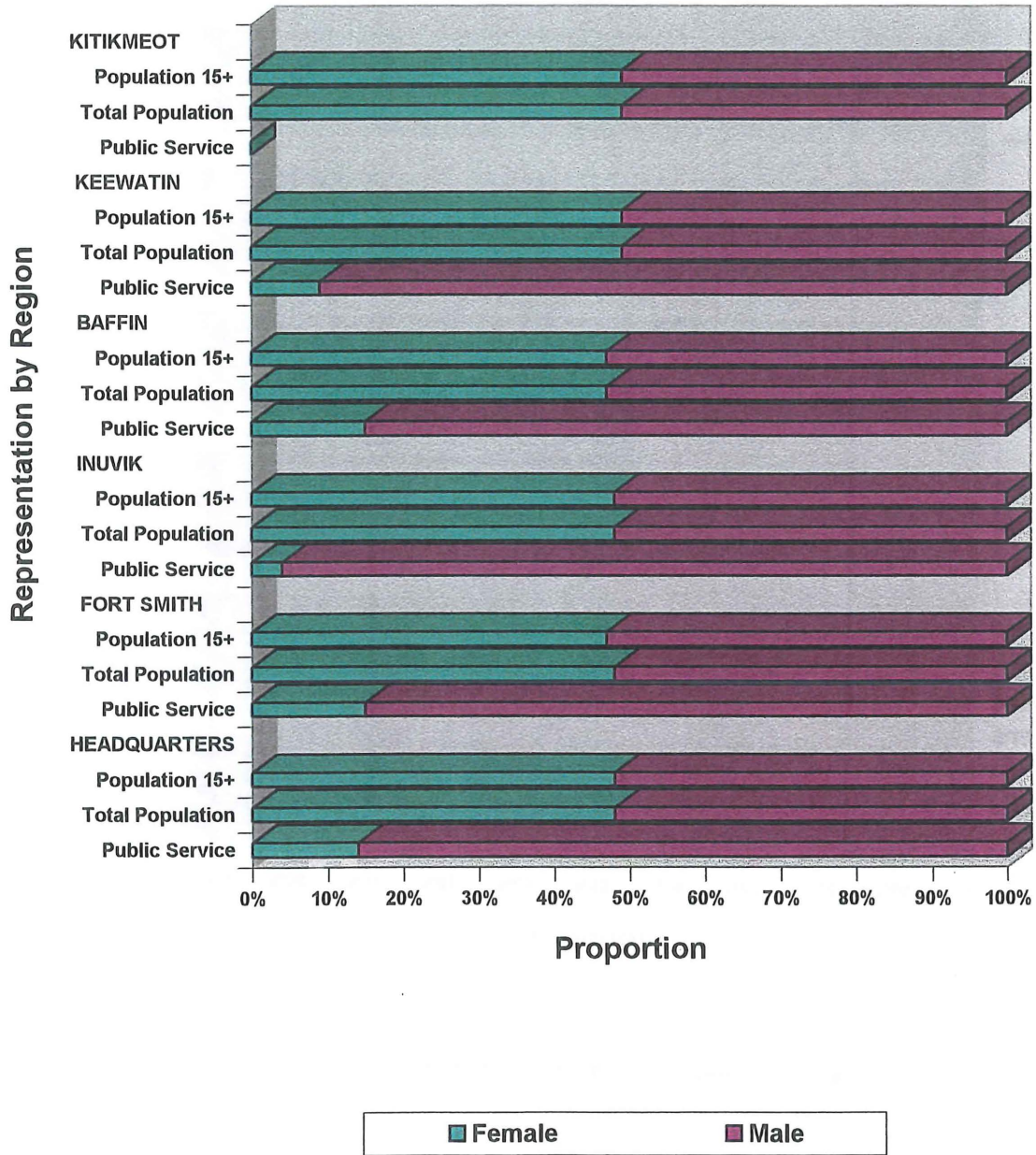


Labour and Trades Group

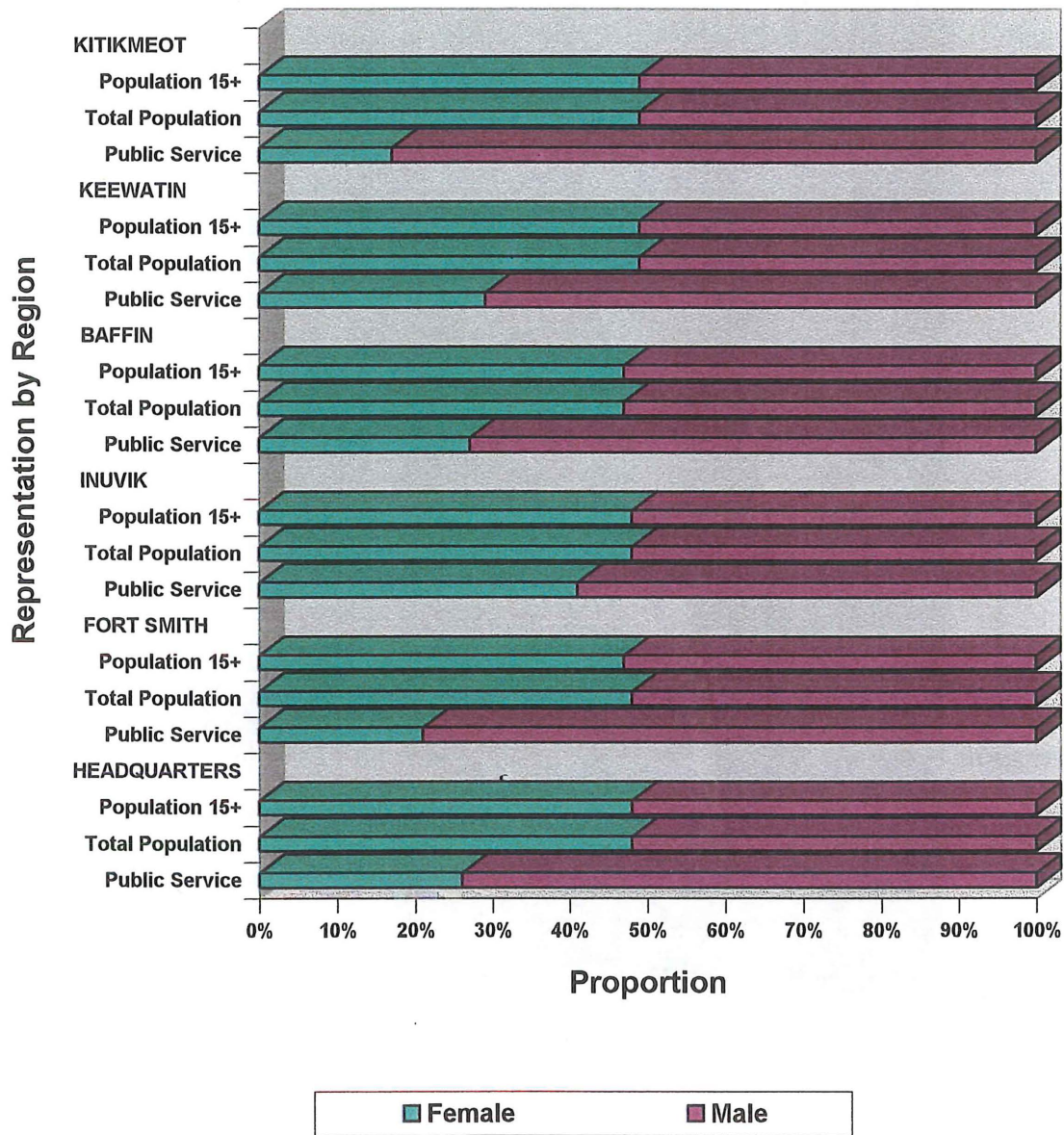
Aboriginal Representation in the Public Service vs Total Population and Population 15 Years of Age and Older



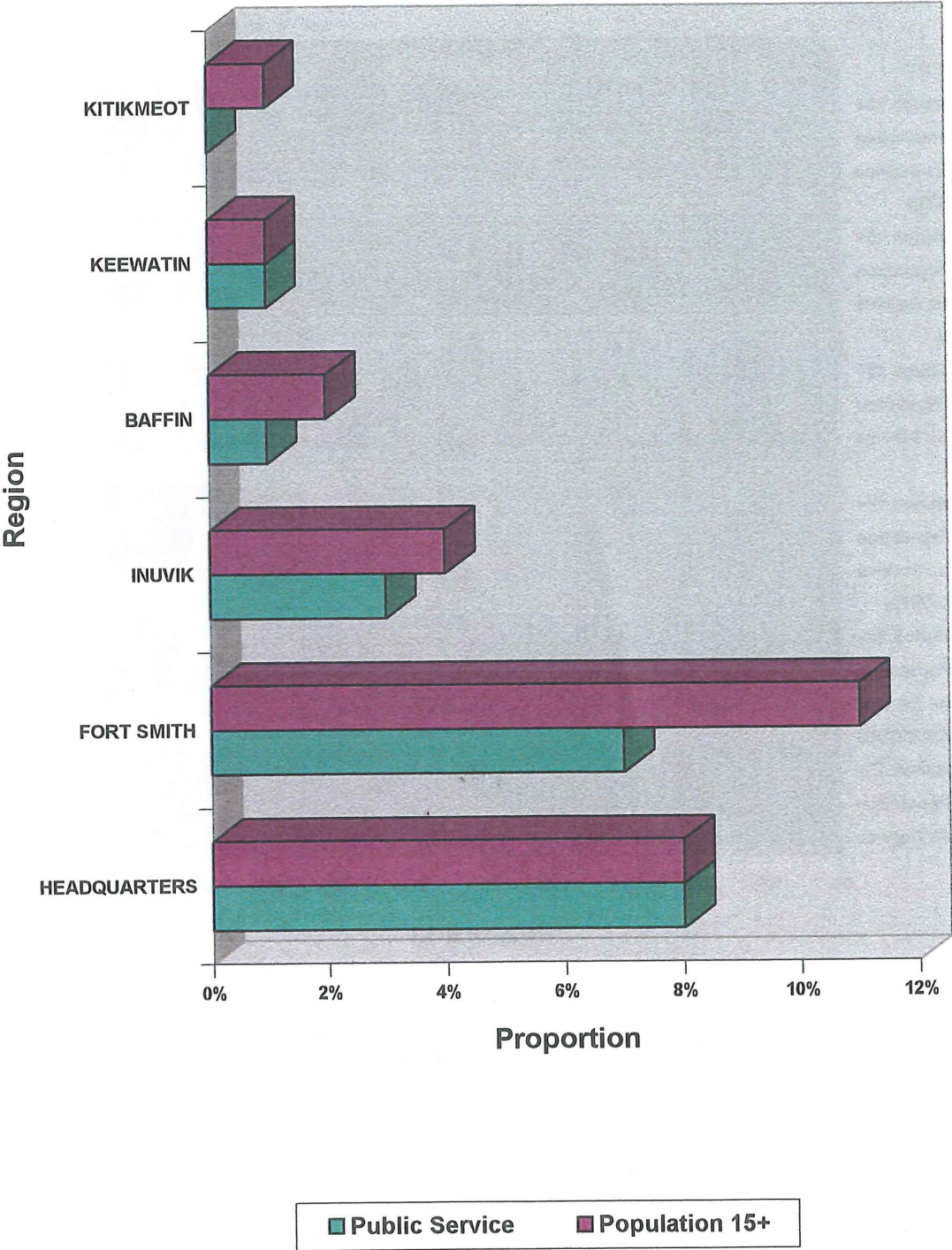
Non-Traditional Positions Gender Representation in the Public Service vs Total Population and Population 15 Years of Age and Older



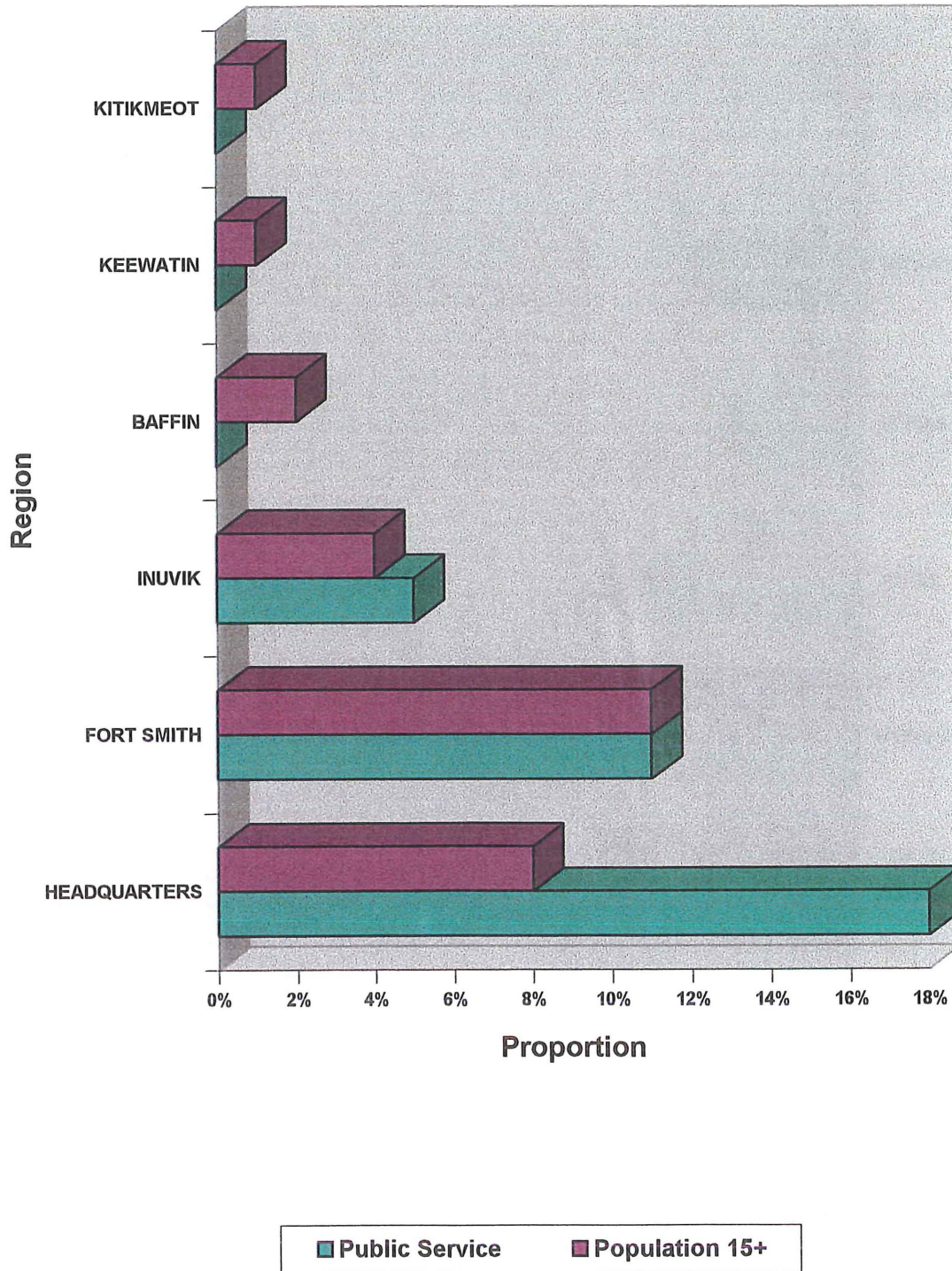
Management Group
Gender Representation in the Public Service vs Total Population and Population 15 Years of Age and Older



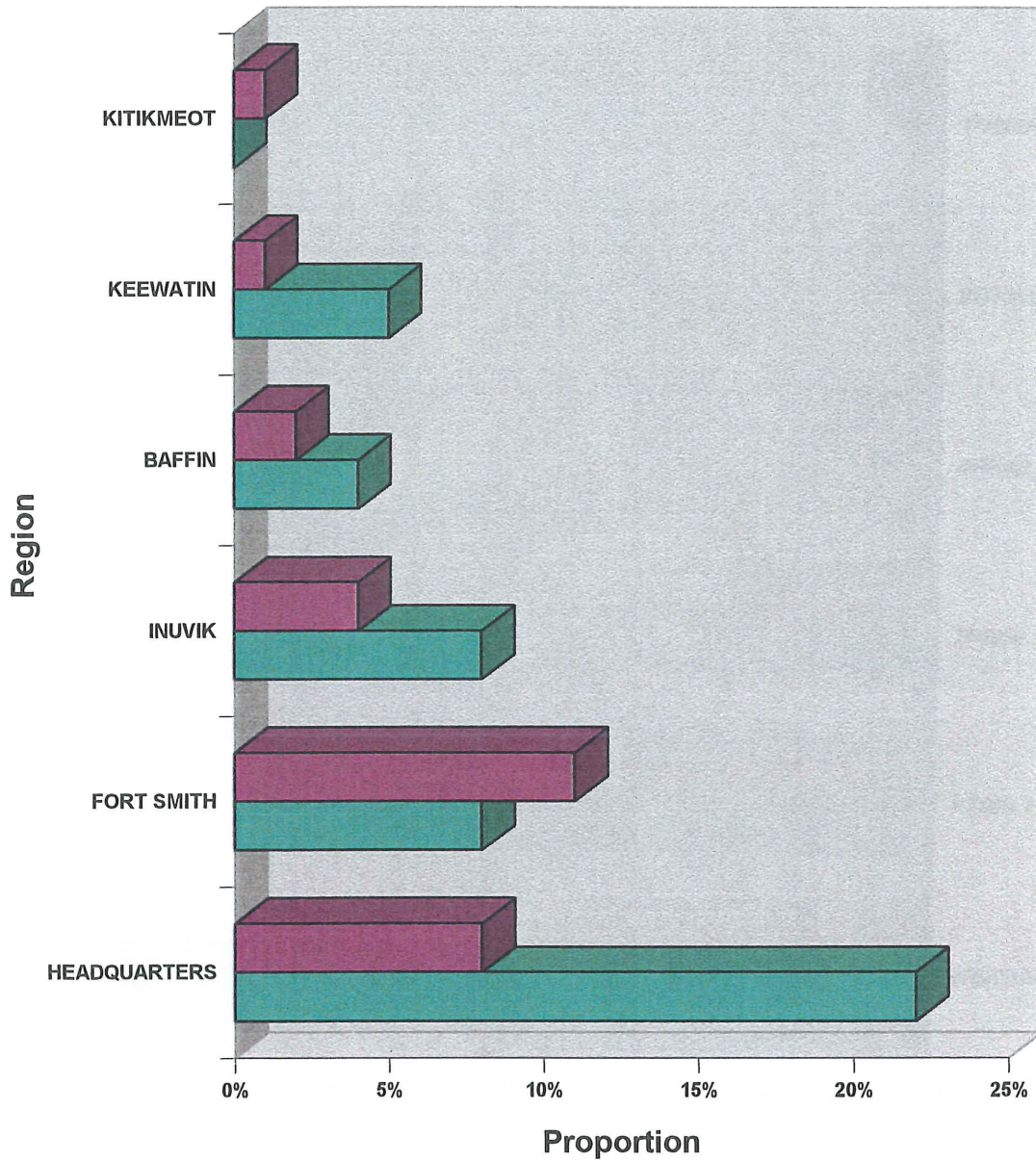
Professional Group
Indigenous Non-Aboriginal Representation in the
Public Service vs Population 15 Years of Age and Older



Technical Group
Indigenous Non-Aboriginal Representation in the
Public Service vs Population 15 Years of Age and Older

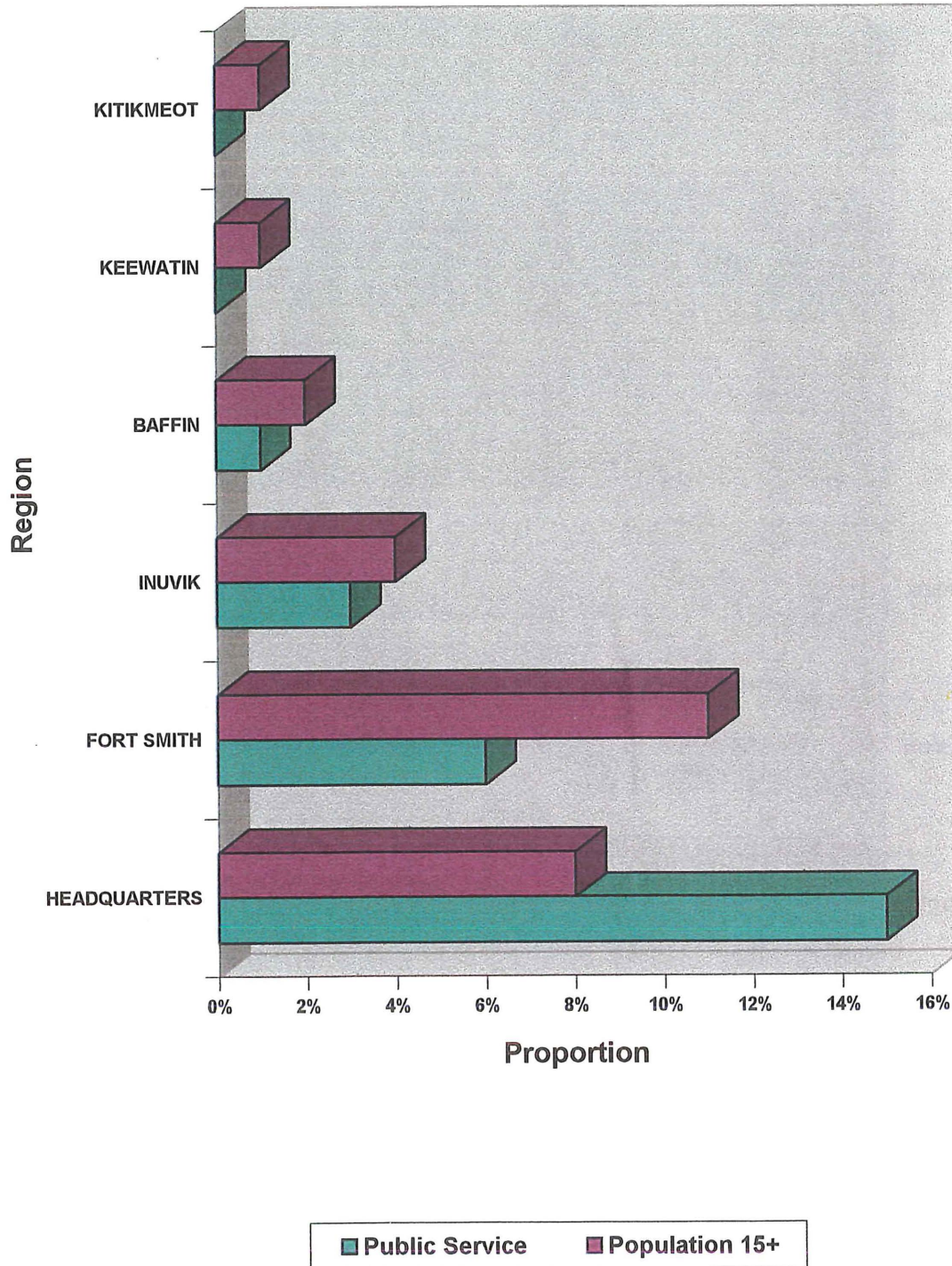


**Administrative Services Group
Indigenous Non-Aboriginal Representation in the Public Service vs
Population 15 Years of Age and Older**

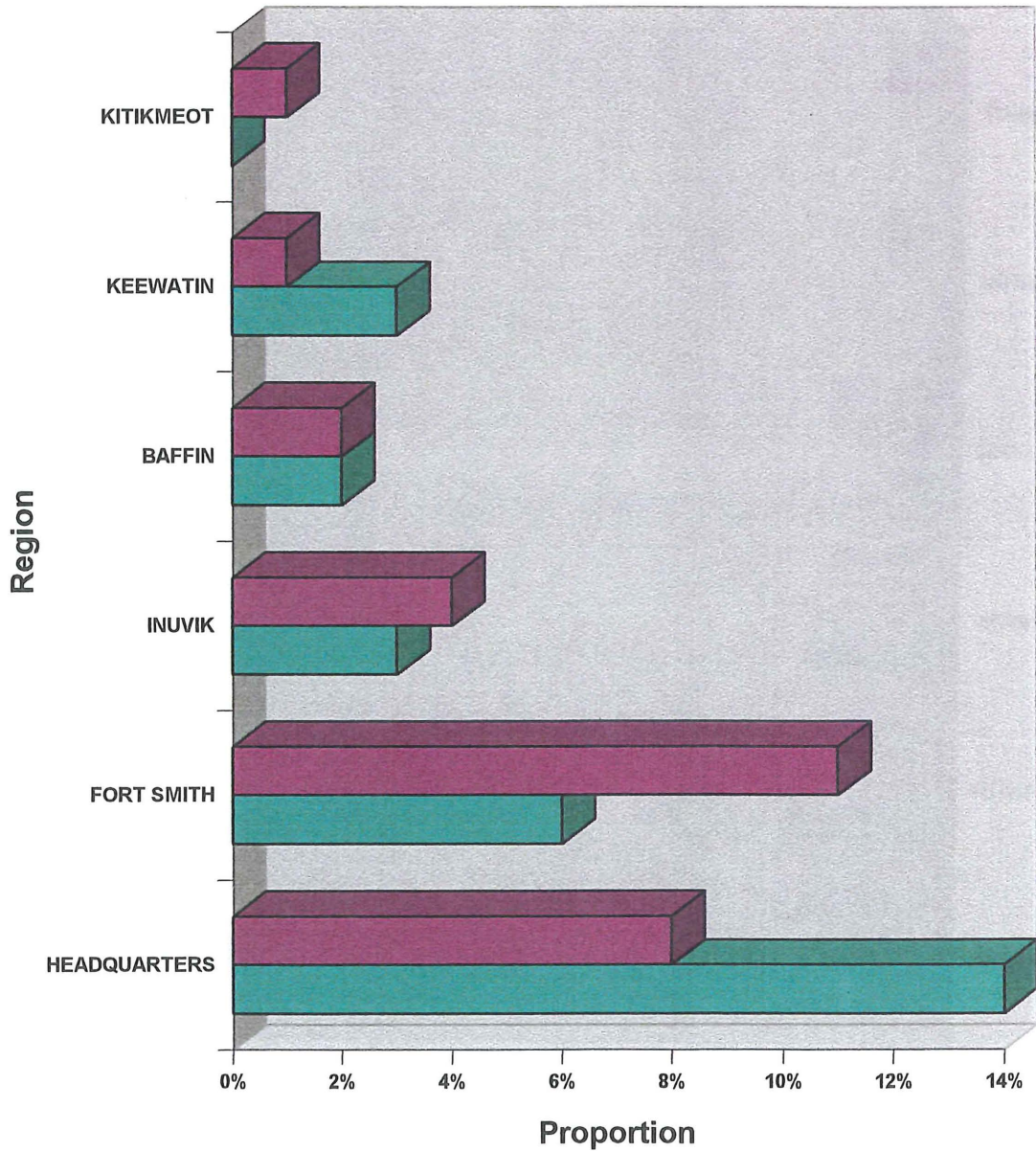


■ Public Service ■ Population 15+

Labour and Trades Group
Indigenous Non-Aboriginal Representation in the Public Service vs
Population 15 Years of Age and Older

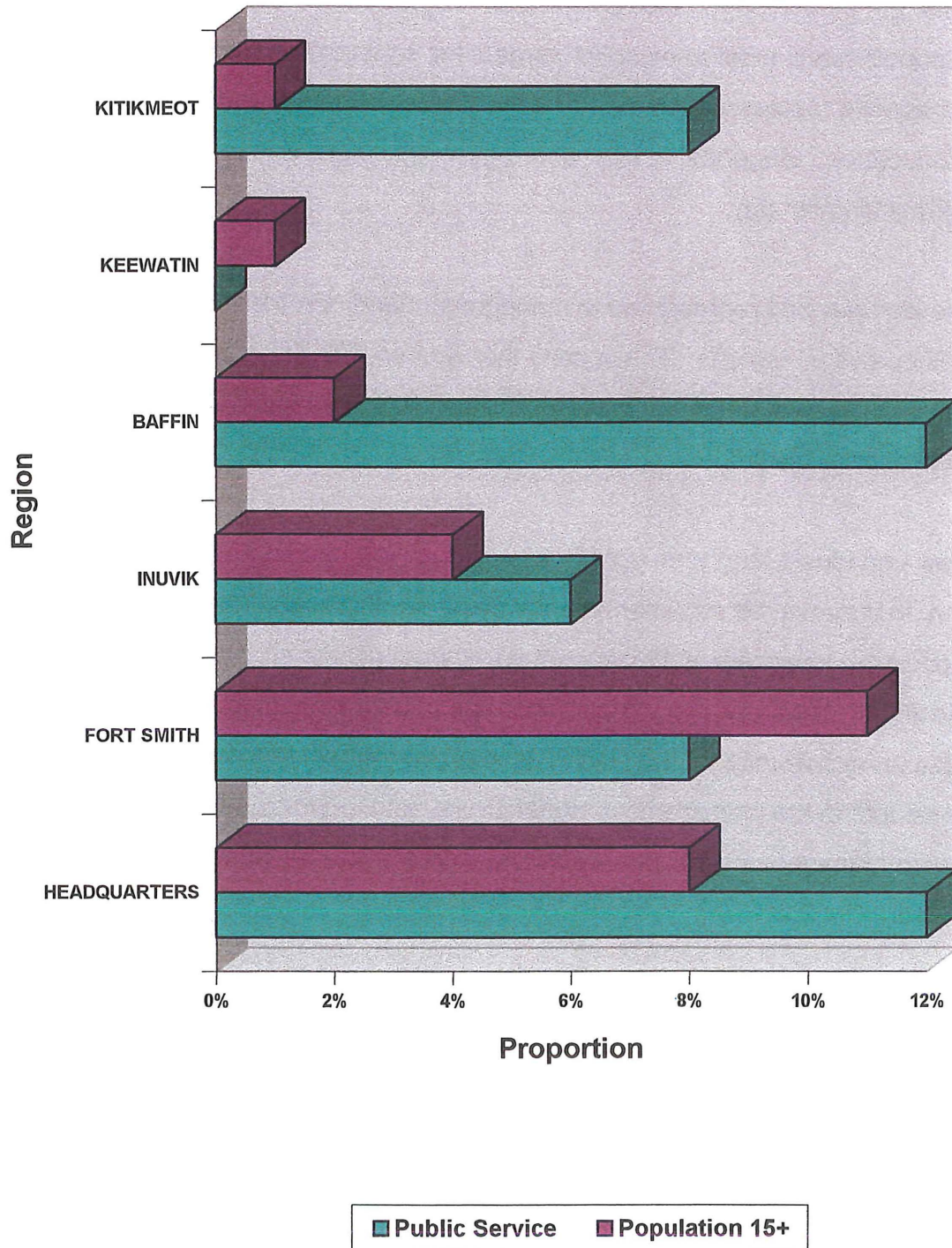


Program Delivery Group
Indigenous Non-Aboriginal Representation in the Public Service vs
Population 15 Years of Age and Older



■ Public Service ■ Population 15+

Management Group
Indigenous Non-Aboriginal Representation in the Public Service vs
Population 15 Years of Age and Older



Clearly the degree to which each of the designated group's employment in the Public Service is representative of their population varies. The most pronounced discrepancy between the population and the Public Service exists for Aboriginal people in the management, professional and technical occupational categories, in all regions, but particularly in the headquarters region where the total NWT Aboriginal population is used to establish targets for equitable representation. Aboriginal people's representation in the Public Service is concentrated in the lower skill/education categories, in jobs where generally there is less responsibility and lower pay.

Women are also not well represented in management and non-traditional occupations across all regions. This means that women, like Aboriginal people, are not well represented in the occupations characterized by higher pay and more senior responsibility.

Job turnover provides a long term opportunity through job opening, rather than job creation, to improve the representation of designated groups. The GNWT has a historical turnover rate of 16 per cent per annum across all job categories. This rate is slightly lower for the management and professional categories, but still provides an opportunity for the GNWT to improve the representativeness of Aboriginal people in the management, professional, and technical occupations and women in management and non-traditional occupations by hiring them into available jobs.

While the turnover rate provides the opportunity to improve the representation of the designated groups, vacancies cannot be filled with Affirmative Action candidates unless there are sufficient numbers of people from the designated groups with the necessary skills and education, who want to work for the GNWT. While supply is a major issue (see next section) the GNWT's ability to attract and retain members of the designated groups is also a factor.

The settlement of land claims in Nunavut and other regions, has resulted in the creation of new employers. The GNWT is now competing with Aboriginal organizations, private enterprise, and the federal government to recruit and retain talented northerners. Still the GNWT has played, and will continue to play, an important role as a training ground for Aboriginal employees who may then move on to employment with the private sector, Aboriginal organizations and elsewhere.

SECTION III - LABOUR SUPPLY

The Government's ability to employ and promote members of the designated groups depends on their availability in the labour force and their skills and education. Lack of education and training is the most significant barrier to equitable representation for two of the designated groups most poorly represented in the Public Service today: Aboriginal people in the management, professional and technical occupational categories; and women in non-traditional occupations.

The gap between the requirements of the Public Service and the skills of the available labour supply remains large. Based on the 1994 Labour Force Survey, more than 63 per cent of the Aboriginal population 15 years of age and older had not completed high school. Almost 40 per cent had less than a grade nine education. Interventions can improve access and provide support to Aboriginal people in the Public Service. Unnecessary qualifications that present a barrier to the employment of

Aboriginal people can be removed from job descriptions.

However, many jobs, for example engineers, lawyers, teachers and doctors, still require higher levels of formal education and

training. Until there is a sufficient supply of Aboriginal people with the skills and education required for many of the jobs in the public service, they will not be

Figure 22

ABORIGINAL PERSONS EMPLOYMENT BY EDUCATION LEVEL

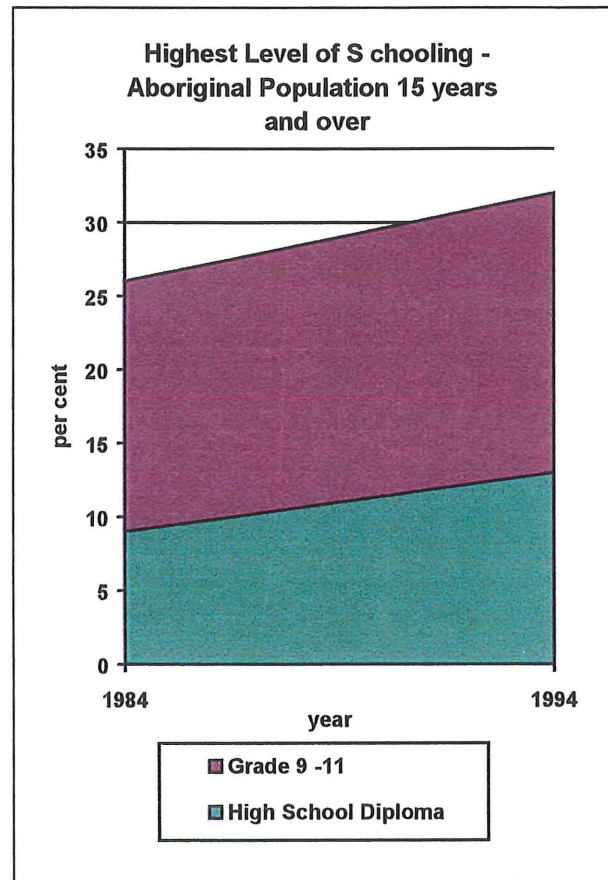
source: 1994 Labour Force Survey

EDUCATION LEVEL	EMPLOYMENT RATE
Less than Grade 9	30.6%
Less than Grade 9 with a certificate	51.9%
Grade 9-11	37.2%
Grade 9-11 with a certificate	59.1%
High School Diploma	59.2%
High School with certificate	80.8%
University Degree	94.2%

able to take advantage of the majority of the vacancies that occur or be concentrated in all levels of employment. As Figure 22 shows, Aboriginal people with university degrees are almost completely absorbed in the labour market. Conversely, less than a third of Aboriginal people with lower than a grade nine education are employed.

However, there are positive trends in education which will have a long term effect on the ability of Aboriginal people to access senior Public Service jobs. Figure 23 (right) illustrates the increase in education levels in the NWT Aboriginal population over the past ten years.

Figure 23



Women's equitable representation in jobs currently defined as non-traditional is also contingent on education and training. Jobs designated as non-traditional for women tend to be those occupations where the external labour supply of women is very low, so consequently

there are very few women in the broader labour market with the training and education necessary to fill these positions in the Public Service as they become available.

While education and training are the most significant barrier to representativeness, designated groups experience other barriers as well. In addition to providing education and training opportunities there are other

initiatives that we can pursue to ensure that designated groups are able to compete successfully for employment and that barriers that prevent them from advancing are removed. The recent Future of Work In Nunavut Conference, sponsored by the Nunavut Implementation Commission, was a positive first step towards identifying strategies in this area.

SECTION IV - OUR EFFORTS

The following pages represent an overview, based on the individual departmental Affirmative Action reports, of the activities Departments are planning or conducting to support or enhance the context for Affirmative Action, or develop and support members of Affirmative Action groups.

These efforts vary from specific support for an individual employee to broader labour market development activities aimed at developing northern residents to take advantage of all employment opportunities, not only those in the public service.

Human resources activities will be provided a central focus and additional support through the creation of a new Central Human Resource unit within the Department of Executive, under the direction of the Premier. This new unit will support Departments in the development of activities aimed at supporting Affirmative Action and developing individual employees from the designated groups.

Our efforts are, and will continue to be, limited by the GNWT's fiscal position. However, the activities currently underway represent a major investment in the development of the NWT labour force and in the support of a representative public service.

Ministry of Aboriginal Affairs

ACTIVITIES PLANNED OR UNDERWAY AS AN EMPLOYING DEPARTMENT THAT SUPPORT THE CONTEXT FOR AFFIRMATIVE ACTION OR DEVELOP AND SUPPORT MEMBERS OF AFFIRMATIVE ACTION GROUPS

- Establish trainee positions.
- Conduct minor reorganization to establish entry level positions.
- Provide and coordinate courses in negotiation skills and conflict resolution for the Ministry and other departments.
- Continue to use secondments to enhance and develop employees' skills.
- Commissioned an operational audit that will help support the development of a human resource plan that includes measures to improve the representation of Affirmative Action groups.

Department of Education, Culture and Employment

ACTIVITIES PLANNED OR UNDERWAY AS AN EMPLOYING DEPARTMENT THAT SUPPORT THE CONTEXT FOR AFFIRMATIVE ACTION OR DEVELOP AND SUPPORT MEMBERS OF AFFIRMATIVE ACTION GROUPS

- Manages the recruitment, retention, assessment, training and development of human resources consistent with GNWT policies, programs and initiatives.
- Commenced a departmental human resource planning process to address workforce needs resulting from environmental challenges such as the creation of two territories, changing client needs and expectations, changing program and service delivery approaches, and fiscal limitations, and to also identify and address employment equity issues with respect to recruitment, retention, and promotion.
- Developed a strategy to increase the percentage of Aboriginal teachers to 50%.
- Sponsors teacher education programs focused on community- based delivery and increased degree programming.
- Established and funds the School Community Counselor Program to ensure that there are adequate support services available to students in schools.
- Developed and funds a two-year initiative to train career counselors to support the revised income support program and the delivery of counseling services for adults at the community level.
- Co-sponsors the Adult Educator Certificate Program to provide learning opportunities that will support people with an interest in the field of Northern adult education.
- Funds the Principal Certification Program, as principals in the NWT are required to be certified.
- Contributes 2.25% of teacher base salaries, about \$1.3 million, to a fund for the professional improvement of teachers which supports a variety of training activities including attendance at professional development workshops and conferences, principal training and educational leave.
- Funds, through the Colleges, 3% of public college instructor salaries for professional improvement, as well as \$750.00 per year for each instructional position for short term training.
- Supports employees in developing and enhancing their skills through short-term professional development activities such as courses, workshops and conferences, and through informal learning activities that promote development, including acting positions, mentoring programs, on-the-job training, secondments, and transfer assignments.
- Supports longer-term training options through the use of training positions and educational leave. There are currently seven employees either on education leave or in training positions.
- Increase support to employees who wish to develop transferable skills using staff development or distance education courses.
- Use the Public Service Career Training Program within the Department to develop Aboriginal candidates in several professional and technical positions. Currently, the Department employs a Career Development Officer Trainee which is supported under the Public Service Career Training Program in the Baffin Region. In addition to this current position the Inuvik, Fort Smith and North Slave Regional Offices are in the process of developing training plans for their regional offices.
- Review position descriptions to ensure that experience and education standards are realistic and supportable.

Department of Education, Culture and Employment

ACTIVITIES PLANNED OR UNDERWAY AS AN EMPLOYING DEPARTMENT THAT SUPPORT THE CONTEXT FOR AFFIRMATIVE ACTION OR DEVELOP AND SUPPORT MEMBERS OF AFFIRMATIVE ACTION GROUPS

- Conducted a needs assessment to identify training and development needs in regional offices in the east, and appropriate learning activities are being coordinated through Nunavut Arctic College.
- Developing staff profiles for Inuit staff members which are to be updated annually and linked to career counseling.

ACTIVITIES PLANNED OR UNDERWAY AS PART OF THEIR MANDATE THAT SUPPORT THE CONTEXT FOR AFFIRMATIVE ACTION OR DEVELOP AND SUPPORT MEMBERS OF AFFIRMATIVE ACTION GROUPS

- Supports and monitors the delivery of programs and services that enable adults to plan and participate in training, jobs, and other career options, including the delivery of post-secondary and adult education programs by public colleges and non-government organizations, at not only at the six main campuses of the two public colleges but also in over thirty-five communities across the north. Access to these programs at the community level enables northerners to obtain general education and credentials for employability. Examples of these programs are nursing, teacher education, management studies, natural resources and recreation leaders. While these programs do not prepare students specifically for employment with the Government of the Northwest Territories, they do contribute to the goal of developing a workforce that is representative of the population of the NWT.
- Nunavut Arctic College is a key player in the implementation of the Nunavut Human Resource Development Strategy which is designed to create a workforce that is representative of the population of Nunavut at each level of the public service by providing a wide range of programs intended to prepare workers for short, medium and long term opportunities.
- Contribute, through the public colleges, to the Affirmative Action initiative by delivering short courses, seminars and workshops through their continuing education divisions. Courses available include financial management, supervisory skills, computer workshops, human resource planning, and university level credit courses.
- Negotiated, through the public colleges, transfer agreements with southern post-secondary institutions which enable graduates to receive credit for undergraduate level studies and encourages northerners, including Affirmative Action candidates, to complete professional level studies so they can access employment positions with degree level requirements.
- Design and supports programs to enhance the employability of Northerners by providing support services to regional Career centers in the implementation of career development activities and employment development projects, including developing career libraries, testing and assessment resources, promoting career development, and funding training associated with enhancing career development counseling services and resources throughout the NWT.
- Manages and funds the Public Service Career Training Program which provides support to Departments, Boards, and Agencies of the Government of the Northwest Territories (GNWT) to train Affirmative Action candidates for officer, management, technical and professional positions, to help meet the human resource planning needs of the GNWT.
- Administers the Nunavut Career Assignment Program (NCAP) which is funded through the Nunavut Unified Human Resources Development Strategy (NUHRDS) to assist in the development of senior managers for Nunavut.

Department of Education, Culture and Employment

ACTIVITIES PLANNED OR UNDERWAY AS PART OF THEIR MANDATE THAT SUPPORT THE CONTEXT FOR AFFIRMATIVE ACTION OR DEVELOP AND SUPPORT MEMBERS OF AFFIRMATIVE ACTION GROUPS

- Administers the Staff Development and the development of Nunavut Arctic College Programs funded under the Nunavut Unified Human Resource Development Strategy to develop Inuit for jobs in Nunavut by developing and training those people who are already employed by the GNWT, and providing courses to prepare the people of Nunavut for employment at all levels.
- Work on an ongoing basis with the Colleges to improve access to distance education programs that will improve educational and training opportunities for currently under-represented groups.
- Increased focus on Investing in People and Apprenticeship programs that help Affirmative Action candidates to upgrade, learn and develop useful skills.
- Conducted a needs assessment to identify training and development needs in regional offices in the east, and appropriate learning activities are being coordinated through Nunavut Arctic College.
- Planning in partnership with Education Councils an Education Leadership Certificate, funded through the Nunavut Unified Human Resource Development, to enhance the skills of Inuit educators.

Department of Executive

ACTIVITIES PLANNED OR UNDERWAY AS AN EMPLOYING DEPARTMENT THAT SUPPORT THE CONTEXT FOR AFFIRMATIVE ACTION OR DEVELOP AND SUPPORT MEMBERS OF AFFIRMATIVE ACTION GROUPS

- Review job descriptions to remove unnecessary requirements and systemic barriers to Affirmative Action hiring.
- Develop and deliver an in-house workshop on the Hiring Process for Managers and supervisors to help them become more familiar with GNWT staffing procedures.
- Adhere to the Affirmative Action Policy and the Lay-Off Provisions, when staffing vacant positions.
- Direct sourcing with other departments, regions and Aboriginal organizations to identify potential Affirmative Action candidates who may be interested in applying for employment opportunities.
- Attach a checklist to each staffing action in order to monitor the type of effort made to hire an Affirmative Action employee. The list would comprise the following:
 - * advertised
 - * contacted other departments
 - * contacted other regions
 - * review current application file
- Developed and administered a staff training and development questionnaire to each employee within the department.
- Evaluated questionnaire feedback for employees' training and development requirements and associated costs.
- Managers have met with Individual staff to discuss their career plans and training and development needs.
- Identified training and development requirements in budget planning.
- Prioritized training and development requirements.
- Initiated individual training and development plans for staff, with more plans continuing to be developed.
- Provide on-going support to employees involved in developmental assignments.
- Review departmental training plan to identify employees who have expressed interest in developmental opportunities within the department.
- Approved Education Leave for an Aboriginal employee to attend Aurora College in the mornings for upgrading and enroll in a College Entrance Program in the fall.
- Approved transfer assignments for a number of employees transferring to other positions within the department and to other departments, to assist them to acquire skills and knowledge not readily available in their original positions.
- Approved secondment assignments for a small number of employees who have wanted to transfer to outside organizations.
- Supported numerous employees to complete staff training and development, including post secondary studies and developmental workshops.
- Approved acting appointments for some staff to perform more senior positions on a temporary basis.
- Established formal and in-formal mentoring arrangements within the department. to provide employees guidance and support from more senior staff.

Department of Executive

ACTIVITIES IN PARTNERSHIP WITH OTHER DEPARTMENTS/ORGANIZATIONS THAT SUPPORT THE CONTEXT FOR AFFIRMATIVE ACTION OR DEVELOP AND SUPPORT MEMBERS OF AFFIRMATIVE ACTION GROUPS

- Identifying, in partnership with Aurora College and Nunavut Arctic College, potential graduates in areas of study related to positions within the department.
- Identifying, in partnership with Education, Culture and Employment, students in areas of study related to positions within the department.
- Liaising with post-secondary institutions to provide quality practicum placements, public administration internships and supervised research opportunities for Northern students in undergraduate and post-graduate programs.

Department of Finance

ACTIVITIES PLANNED OR UNDERWAY AS AN EMPLOYING DEPARTMENT THAT SUPPORT THE CONTEXT FOR AFFIRMATIVE ACTION OR DEVELOP AND SUPPORT MEMBERS OF AFFIRMATIVE ACTION GROUPS

- Reviewed all position descriptions to identify and remove systemic barriers.
- Apply the Affirmative Action policy in hiring to fill vacancies.
- Encourages priority candidates at an individual level to seek more training and education and to strive for higher positions.

ACTIVITIES PLANNED OR UNDERWAY AS PART OF THEIR MANDATE THAT SUPPORT THE CONTEXT FOR AFFIRMATIVE ACTION OR DEVELOP AND SUPPORT MEMBERS OF AFFIRMATIVE ACTION GROUPS

- Set Affirmative Action targets when negotiating the most recent arrangements with the Government's banks.

The Financial Management Board Secretariat

ACTIVITIES PLANNED OR UNDERWAY AS AN EMPLOYING DEPARTMENT THAT SUPPORT THE CONTEXT FOR AFFIRMATIVE ACTION OR DEVELOP AND SUPPORT MEMBERS OF AFFIRMATIVE ACTION GROUPS

- Reviewed all position descriptions to identify and remove systemic barriers.
- Apply the Affirmative Action policy in hiring to fill vacancies.
- Hired a Human Resources Co-ordinator who has completed personal interviews with every employee in order to determine training needs and career aspirations.
- Established a central training fund and developed a training plan to address priorities identified through personal interviews.
- In the process of developing individual human resource plans for every employee.
- Supported individual affirmative action employees to enhance their skills and experience through transfer assignments and secondments.

The Financial Management Board Secretariat

ACTIVITIES PLANNED OR UNDERWAY AS PART OF THEIR MANDATE THAT SUPPORT THE CONTEXT FOR AFFIRMATIVE ACTION OR DEVELOP AND SUPPORT MEMBERS OF AFFIRMATIVE ACTION GROUPS

- Recently completed a review of the Affirmative Action Policy and proposed changes in how the policy is implemented to improve its effectiveness.
- Co-ordinate the integration of human resource planning into the GNWT's business planning process, including developing reporting approaches.
- Design and sponsor management development workshops for GNWT managers, to teach effective leadership skills and assist them to be effective in supporting and managing staff.
- Co-ordinate and implement a new job evaluation system, based on competency rather than credentials, to remove artificial barriers faced by affirmative action candidates seeking employment within the public service.
- Co-operate with Aurora College in the development of accounting courses, and Financial Management Modules for GNWT staff.

Department of Health and Social Services

ACTIVITIES PLANNED OR UNDERWAY AS AN EMPLOYING DEPARTMENT THAT SUPPORT THE CONTEXT FOR AFFIRMATIVE ACTION OR DEVELOP AND SUPPORT MEMBERS OF AFFIRMATIVE ACTION GROUPS

- Sponsored a report which identified issues and future directions for the Department in the development of a human resource plan and a strategic plan.
- Create job ladders to allow Affirmative Action Employees to receive support and promotional opportunities.
- Hired a Manager of Community Wellness trainee through the Public Service Career Training Program.
- Support individuals working towards management and policy positions in Nunavut.
- Advertising two registrar trainees in vital statistics.
- Funded education leave for 6 employees, five Affirmative Action employees.
- Explored human resource issues including multi-disciplinary teams, new kinds of workers (i.e. midwives, traditional healers) to develop a northern workforce that reflects northern priorities and needs in Strategic Planning Focus Group Sessions.
- Reviewed all job descriptions for appropriateness of qualifications, skills, abilities and review of equivalencies.
- Use Inuktitut and Bilingual (English and Inuktitut) job advertisements in Nunavut.
- Establish a Mentoring Program so that interested Inuit employees can have an appropriate mentor.
- Rewrite Management and Supervisory Job Descriptions to reflect that they are responsible for supporting and implementing Inuit Employment Plan initiatives.
- Support the development of Inuit Peer Support Groups. The formation of Inuit peer support groups will be encouraged and supported.
- Conduct exit interviews with all Inuit employees who quit.
- Continue to conduct post hiring interviews with all Inuit employees immediately after hiring.
- Formed a Human Resource Planning Committee that includes representatives from the H&SS Boards to review current human resource issues, including strategies to address the recruitment and retention of physicians, nursing and social work professionals.

ACTIVITIES AS PART OF THEIR MANDATE THAT SUPPORT THE CONTEXT FOR AFFIRMATIVE ACTION OR DEVELOP AND SUPPORT MEMBERS OF AFFIRMATIVE ACTION GROUPS

- Provides scholarships for individuals pursuing post-secondary training or education in a health or social services field.
- Continue to provide a Nurse Mentoring Program which provides nursing graduates with on-the-job experience.
- Sponsors a Community Health Representative Training Program
- Promotes Health and Social Services Careers by connecting with ECE community level counselling network, Health and Social Services Boards will provide information that will inform potential employees what career opportunities are available, what skills/ training/ experience is necessary.
- Sponsors Dental Therapy, Northern Nursing Diploma and Social Worker Programs.

Department of Health and Social Services

ACTIVITIES PLANNED OR UNDERWAY IN PARTNERSHIP WITH OTHER DEPARTMENTS/ORGANIZATIONS THAT SUPPORT THE CONTEXT FOR AFFIRMATIVE ACTION OR DEVELOP AND SUPPORT MEMBERS OF AFFIRMATIVE ACTION GROUPS

- Support and encourage Workplace Practicums in partnership with Health and Social Services Boards to support workplace practicums for Nunavut Arctic College and Aurora College students.
- Participates on the Advisory Committee on Human Resources which has provincial and territorial representatives and is used to co-ordinate knowledge, resources, and work common to all areas of Canada.
- Increased the scope of work at the community and regional levels by increasing board control of programs and services
- Support community residents in developing planning and program operation skills through the Community Wellness and Healthy Children's Initiative.
- Working with boards on the development and implementation of a health and social service human resource plan, including a recruitment and retention plan to address the immediate shortages in nurses, social workers, and physicians.

THE NWT HOUSING CORPORATION

ACTIVITIES PLANNED OR UNDERWAY AS AN EMPLOYING DEPARTMENT THAT SUPPORT THE CONTEXT FOR AFFIRMATIVE ACTION OR DEVELOP AND SUPPORT MEMBERS OF AFFIRMATIVE ACTION GROUPS

- Developed an Inuit Employment Plan and a Western Arctic Employment Plan, which set the direction and track the results of strategies and initiatives undertaken to develop Affirmative Action employees.
- Implemented a more aggressive approach to recruiting Affirmative Action candidates for officer and management level positions by not only advertising through the NWT newspapers, but by posting employment opportunities locally and by contacting community organisations and employment centres directly.
- Reviewed job descriptions, with special attention focused on the requirements for certain levels of education and experience. Each group of positions is examined to determine exactly what competencies are required to effectively perform the duties of the job. Greater emphasis has been placed on cultural knowledge and equivalencies to formal education.
- Developed on-the-job training opportunities, starting at the Support Staff level and following through the Officer, Middle Management, and Senior Management levels.
- Using the direct appointment process where qualified Aboriginal individuals are available to fill vacant positions, and where more than one Aboriginal person is available, conducting a competition to determine which Aboriginal person will be referred for direct appointment.
- Restructured some of Headquarters' Divisions and regional offices in a manner that is conducive to on-the-job training assignments.
- Analyse the skills and abilities of all Affirmative Action employees and new hires to determine succession planning and identify possible training assignments and comprehensive training plans, with priority being targeted at Aboriginal employees. Where key competencies required to effectively work in a position can be learned through course work available in the NWT, or through on-the-job training, Aboriginal individuals lacking formal education will have the opportunity to be recruited and promoted through the various career levels within the Corporation.
- Provide management training assignments to "fast track" Aboriginal individuals with management potential.
- Provide training opportunities on a priority basis to Aboriginal individuals, such as temporary reassignments, cross training, acting assignments, transfer assignments, long and short term education leave and in house training and mentoring.
- Provide study time during standard working hours to Aboriginal employees wishing to further their education and their careers.
- Designed and established five training and assignment opportunities for Inuit candidates in Nunavut.
- Established five new training and assignment positions for the Western Arctic, to be staffed in early 1998.
- Provide northern students expressing an interest in housing related careers the opportunity to gain valuable work experience through the Corporation's summer student program. The Corporation will encourage students to complete their formal education in the area of studies that supports the career of their choice.
- Established a career development assignment for a Mortgage Specialist in the Corporation's headquarters' office in Yellowknife.

The NWT Housing Corporation

ACTIVITIES PLANNED OR UNDERWAY AS AN EMPLOYING DEPARTMENT THAT SUPPORT THE CONTEXT FOR AFFIRMATIVE ACTION OR DEVELOP AND SUPPORT MEMBERS OF AFFIRMATIVE ACTION GROUPS

- Promote housing related careers to Aboriginal youth, by developing promotional materials, doing career counselling, and making presentations to local high school and college students and to the public during regional Career Days.

ACTIVITIES IN PARTNERSHIP WITH OTHER DEPARTMENTS/ORGANIZATIONS THAT SUPPORT THE CONTEXT FOR AFFIRMATIVE ACTION OR DEVELOP AND SUPPORT MEMBERS OF AFFIRMATIVE ACTION GROUPS

- Sponsor two students from the Business Co-operative Education Management Studies Program in partnership with Aurora College by providing relevant work experience.
- Participate in the Sivuliuqtit Nunavut Management Development Program and the Career Development opportunities sponsored by the Nunavut Unified Human Resource Development Strategy.
- Sponsors, in co-operation with the Departments of Public Works and Services, Transportation and Municipal and Community Affairs, the Introduction to Architecture, Engineering and Computer Careers Program, which creates awareness and encourages northern youth to enter into careers in the applied sciences, by exposing them to actual hands-on experience in a summer position in one of the program sponsored fields.
- Work in partnership with LHO's and Community Governments to decentralize its housing delivery to the communities and promote independence and increase responsibility and accountability.
- Work closely with LHO's staff in developing their skills and knowledge by providing and facilitating training in the areas of computer software and network systems, accounting/financial management, labour relations and collective bargaining.
- Establish training programs designed to facilitate the transfer of additional responsibility for program delivery to the community level to equip LHO'S staff with the necessary skills to take on Corporation or government jobs in their communities.

Department of Justice

ACTIVITIES PLANNED OR UNDERWAY AS AN EMPLOYING DEPARTMENT THAT SUPPORT THE CONTEXT FOR AFFIRMATIVE ACTION OR DEVELOP AND SUPPORT MEMBERS OF AFFIRMATIVE ACTION GROUPS

- Piloted a Corrections Officer Basic Training Program designed to permit the hiring of Aboriginal employees with little or no related experience, where program participants were paid a wage during their participation in recognition of the time commitment and all graduates were subsequently hired as casual employees.
- Continue to deliver the Corrections Officer Basic Training Program now renamed CELT for Corrections Entry Level Training project in HQ and the Regions, as resources permit. One session has already been completed in Iqaluit in November and a program is scheduled for Iqaluit again in February and in Yellowknife in March of 1998.
- Continue to use the practice of direct appointments in all cases where qualified Aboriginal individuals are available to fill vacant positions. Where there is more than one available Aboriginal person a competition will be held to determine which Aboriginal person will be referred for direct appointment.
- Develop succession plans by reviewing the employment histories, skills and abilities, of all Aboriginal employees to determine their suitability for promotion.
- Each Corrections' facility will provide a list of Aboriginal staff that are suitable for promotion both in the area of personal suitability and in skills and abilities. to determine if with or without training, such employees could be promoted. Where appropriate skills and abilities are lacking but where the affected individual(s) are otherwise suitable, training plans will be developed and submitted to the Director of Corrections. Direct appointments will be made when suitable/qualified candidates are available and when appropriate vacancies occur.
- Directors shall review the qualifications of each Aboriginal employee within their divisions, with respect to their ability to function at higher levels in the organization. Where eligible employees are personally suitable and possess the necessary skills and abilities that make them promotable, employees shall be matched with target positions in such a fashion that if and when such positions become vacant, direct appointments can be requested. Where employees are personally suitable and show potential for advancement but lack the necessary skills, knowledge shortfalls shall be identified on an individual basis. In each case, a detailed plan with time lines shall be formulated to address the provision of required training or work experience to the identified individuals as resources permit.
- Reviewed all Court Services and Correction Divisions' job descriptions to remove systemic barriers with the result that position qualifications were restated or reduced to more appropriate levels. In no instance were qualifications lowered below a level required for job competence.
- Review all job descriptions with the exception of those in the Corrections and Court Services Divisions, to identify and remove systemic barriers.
- Review all job descriptions for positions located in the Nunavut area. This review will occur with respect to the actual content of each job as well as each job's qualifications with the intent of removing all unnecessary systemic barriers to the employment of Inuit.
- Identified one Aboriginal post secondary student who is studying law. The department will provide support in terms of summer employment, mentoring and eventually articling support so that by the fiscal year 2000/2001, at least one Aboriginal lawyer has been supported by the Department to the completion of articles.

Department of Justice

ACTIVITIES PLANNED OR UNDERWAY AS AN EMPLOYING DEPARTMENT THAT SUPPORT THE CONTEXT FOR AFFIRMATIVE ACTION OR DEVELOP AND SUPPORT MEMBERS OF AFFIRMATIVE ACTION GROUPS

- Promote legal careers through a poster campaign directed at high schools students.
- Developed an Inuit Employment Plan for inclusion in the consolidated GNWT plan, which identifies specific strategies and goals to address the problem of identified shortfalls.
- Made and requested direct appointments for five Inuit individuals to positions located in the two corrections facilities in Iqaluit. These appointments are in keeping with the Department of Justice Inuit Employment Plan.
- Requested a number of trainee positions so that Inuit can be trained for positions in the future Nunavut Government. To date, three of the requested positions have been filled.
- Reviewed advertising strategies for job openings and advertising has been broadened.
- Administered a questionnaire to successful applicants for jobs in Nunavut to determine how people found out about vacancies and if they had previous interest in similar positions.
- Prepared and distributed materials on the number and types of jobs (inclusive of qualifications) in the Department of Justice among the various locations of the Nunavut area.
- Developed a plan for the Corrections Division to address the provision of necessary certification or training to newly hired or promoted employees.
- Designate one Inuit employee in each of the two corrections facilities as a contact for Inuit non-employees seeking information about the workplace, the type of work or job opportunities.
- Reviewed the Department of Justice Inuit Employment Plan at the beginning of each quarter starting in September of 1996. Reviews include an examination of the effectiveness of each measure, progress on each measure and an updating of statistics.
- Identified employees in the Nunavut area and training and development planning has begun in conjunction with the potential availability of funding from ECE in relation to the Unified Human Resources Strategy.
- Made submissions at the HQ and Regional Levels for funding required to enable the department to begin to train current and potential employees for the Nunavut Department of Justice.

Legislative Assembly

ACTIVITIES PLANNED OR UNDERWAY AS AN EMPLOYING DEPARTMENT THAT SUPPORT THE CONTEXT FOR AFFIRMATIVE ACTION OR DEVELOP AND SUPPORT MEMBERS OF AFFIRMATIVE ACTION GROUPS

- Continue to apply the Affirmative Action Policy when filling all vacant positions.
- Continue to give priority to Affirmative Action groups when casual employment is required by the Department.
- Continue to provide training (courses, instruction, seminars, etc.) employees require to complete the duties of their positions and help support their advancement.
- Continue to support employees to develop skills through courses that are outside the area they may be currently working in.
- Training two future employees for Nunavut.
- Develop mentoring arrangements for future Nunavut employees (e.g., Clerk, Legislative Librarian, Director for Research, Coordinator of Elections).

ACTIVITIES PLANNED OR UNDERWAY IN PARTNERSHIP WITH OTHER DEPARTMENTS/ORGANIZATIONS THAT SUPPORT THE CONTEXT FOR AFFIRMATIVE ACTION OR DEVELOP AND SUPPORT MEMBERS OF AFFIRMATIVE ACTION GROUPS

- Works with other Departments on an ongoing basis to identify Affirmative Action employees who are looking to transfer from their current positions to other positions to take on new challenges and increase their knowledge and skills.

Department of Municipal and Community Affairs

ACTIVITIES PLANNED OR UNDERWAY AS AN EMPLOYING DEPARTMENT THAT SUPPORT THE CONTEXT FOR AFFIRMATIVE ACTION OR DEVELOP AND SUPPORT MEMBERS OF AFFIRMATIVE ACTION GROUPS

- Develop a human resource plan which will address an number of key human resource management issues and as a basis for individual training and development plans for each employee.
- Continue to provide developmental support to employees under its Education Strategy.
- Improve its system of outreach to increase public awareness of the Department and the education and training requirements for positions in the Department.
- Identify and train incumbent Affirmative Action staff for advancement within the Department and the Nunavut Public Service.
- Identify individuals from the public for recruitment into trainee positions, in preparation for future placement into indeterminate positions as they become available in the Department.
- Encourages employees to pursue their career development.
- Reviewed performance management systems with a view to simplifying the process and creating opportunities for employees to receive feedback on a more regular basis.
- Use its Internet home page to promote awareness of the Department.
- Participate actively in Career Days sponsored by high schools.
- Designate one staff member in each Regional Office to recruit summer students and coordinate their orientation to the Department.
- Discontinue the staffing of positions in Nunavut with non-Inuit on an indeterminate basis, and commit to designate an Inuit trainee where non-Inuit are hired on a term basis.
- Continue specific training initiatives, including preparing Affirmative Action candidates for senior management and policy advisor positions in Nunavut.
- Pursue funding to establish a training opportunity for an Affirmative Action candidate in the Human Resource area.
- Consult with Nunavut Regional staff to ascertain individual interest in utilizing options currently available for part-time employment, in order to open up possibilities for "job sharing".
- Develop a comprehensive staff orientation program.
- Pursue the Development of its own "role modeling" program.

ACTIVITIES PLANNED OR UNDERWAY AS PART OF THEIR MANDATE THAT SUPPORT THE CONTEXT FOR AFFIRMATIVE ACTION OR DEVELOP AND SUPPORT MEMBERS OF AFFIRMATIVE ACTION GROUPS

- Continue to provide developmental support to community council and community government staff under its Education Strategy.
- Initiated the establishment of a Community Land Administration Program.

ACTIVITIES PLANNED OR UNDERWAY IN PARTNERSHIP WITH OTHER DEPARTMENTS/ORGANIZATIONS THAT SUPPORT THE CONTEXT FOR AFFIRMATIVE ACTION OR DEVELOP AND SUPPORT MEMBERS OF AFFIRMATIVE ACTION GROUPS

- Co-sponsors with the Association of Municipal Administrators of the NWT a Senior Administrative Officer Certification Program.

Department of Municipal and Community Affairs

- Working in collaboration with other agencies, pursue the development of promotional brochures and a video in Aboriginal languages focused on jobs in the public service and the educational and experience requirements for typical positions.

ACTIVITIES PLANNED OR UNDERWAY IN PARTNERSHIP WITH OTHER DEPARTMENTS/ORGANIZATIONS THAT SUPPORT THE CONTEXT FOR AFFIRMATIVE ACTION OR DEVELOP AND SUPPORT MEMBERS OF AFFIRMATIVE ACTION GROUPS

- Develop in consultation with Aurora College, a proposal for a cost shared cooperative placement program for Affirmative Action employees identified by hamlet councils as the promising candidates for placement and career development in the Department.
- Establish a procedure by which the mayor or hamlet councilors are invited to attend selection panels for Officer, Middle Management and Senior Management competitions in Nunavut.
- Co-sponsors, in co-operation with the Housing Corporation, and the Departments of Transportation and Public Works and Services, the Introduction to Architecture, Engineering and Computer Careers Program, which creates awareness and encourages northern youth to enter into careers in the applied sciences, by exposing them to actual hands-on experience in a summer position in one of the program sponsored fields.
- Seek, in consultation with school principals, Affirmative Action students and the high school and college levels who have strong Math/Science skills, in order to hire them during summers as Engineering Technician Trainees.

The Department of Public Works and Services

ACTIVITIES PLANNED OR UNDERWAY AS AN EMPLOYING DEPARTMENT THAT SUPPORT THE CONTEXT FOR AFFIRMATIVE ACTION OR DEVELOP AND SUPPORT MEMBERS OF AFFIRMATIVE ACTION GROUPS

- Reduced the formal education and experience requirements for some engineering positions and will hire Aboriginal candidates after they graduate from a technician/technology program and provide on-the-job training.
- Established the following training programs : Records Manager, Project Officer, Maintenance Coordinator, Finance Manager, Senior Revenue Clerk, Computer Technician, Computer Operator, Technical Officer, Policy Managers.
- Support Aboriginal employees who attend upgrading, usually through leave with pay.
- Sponsor two Inuit Employees in the Sivuliqtit Management Program.
- Developed various individualised training programs.
- Manage vacancies to ensure that interested Aboriginal employees can be prepared and qualified for positions so that they can advance into senior positions.
- Whenever possible, provide interested Affirmative Action employees the opportunity to act in senior positions to gain experience.
- Supports two Aboriginal employees who are completing post secondary programs.
- Publishes, as part of the Inuit Employment Plan, a yearly newsletter on training opportunities.
- Continue to provide summer employment for students.
- Provide training and development opportunities to Aboriginal middle managers by including them in the twice annual Senior Management Conference.
- Provide 14 Inuit employees the opportunity to attend an Inuit Employee Conference to hear presentations and discuss training opportunities.

ACTIVITIES PLANNED OR UNDERWAY IN PARTNERSHIP WITH OTHER DEPARTMENTS/ORGANIZATIONS THAT SUPPORT THE CONTEXT FOR AFFIRMATIVE ACTION OR DEVELOP AND SUPPORT MEMBERS OF AFFIRMATIVE ACTION GROUPS

- Working in partnership with five other departments with four Nunavut Policy Managers in Yellowknife.
- Co-sponsors with the Department of Transportation the Math and Science awards to achievers in Grades 7, 8 and 9 to encourage NWT students, particularly Aboriginal and female students, to do well in their Math and Science courses since these courses are the basis for post-secondary technical training.
- Co-sponsors, in co-operation with the Housing Corporation, and the Departments of Transportation and Municipal and Community Affairs, the Introduction to Architecture, Engineering and Computer Careers Program, which creates awareness and encourages northern youth to enter into careers in the applied sciences, by exposing them to actual hands-on experience in a summer position in one of the program sponsored fields. Last year's program had 9 Aboriginal students and 14 young women.
- Co-Sponsors the Pre-Technology Program at Aurora College, which is a one-year upgrading program intended to prepare students for entry into technology programs at technical institutions in southern Canada.

The Department of Resources Wildlife and Economic Development

ACTIVITIES PLANNED OR UNDERWAY AS AN EMPLOYING DEPARTMENT THAT SUPPORT THE CONTEXT FOR AFFIRMATIVE ACTION OR DEVELOP AND SUPPORT MEMBERS OF AFFIRMATIVE ACTION GROUPS

- Continue the practice of reviewing all job descriptions prior to recruitment to remove barriers to Affirmative Action hiring.
- Include equivalencies in all staffing actions.
- Continue development of comprehensive training plans and competency profiles for all Department trainees and senior assignment co-managers.
- Conduct analysis of all job descriptions with respect to equivalencies to determine if adjustments are necessary.
- Ensure involvement of community representatives and regional native organization representatives on recruitment Selection Committees.
- Review status of Affirmative Action goals on an annual basis with Senior Management as part of performance review.
- Continue the practice of advertising Renewable Resource Officer positions locally to ensure local hiring into the position. Continue Department support for this effort by providing training and assistance through the regional offices and senior Renewable Resource officers.
- Continue the practice of providing on-the-job summer employment experience for university students studying related disciplines.
- Continue the practice of appointing qualified Affirmative Action candidates directly into suitable positions.
- Continue to encourage Affirmative Action employees to seek higher education and provide continuing support through the period of education leave.
- Continue the practice of establishing trainee positions in all occupational categories.
- Continue to provide job experience for students through the Aurora College Co-operative Education Program.
- Continue to include in any new Department job descriptions for jobs in Nunavut, a standard requirement for positions: "knowledge of Inuit culture, society and economy, community awareness, and northern experience". The need for fluency in Inuktitut will be examined for each position.
- Prepare and regularly review comprehensive skill profiles competency analysis and training plans for all Public Service Career Training Program trainees and obtain feedback on the quality of the training assignments.
- Designate and provide ongoing training to a Nunavut based Inuit Human Resource Counselor as point of contact for inquiries on employment with the Department, or for career counseling for Inuit incumbents.
- Develop special training assignments for large Department projects.
- Providing education leave for long and short term periods, including partial allowance in lieu of salary.
- Seeking candidates for transfer assignments for career development purposes.
- Encouraging Affirmative Action employees to take Secondment Assignments within the Government or outside agencies.
- Developing trainee positions, cross training, and approving training sessions where economically possible.
- Encouraging acting appointments as a tool for expanding employees' experience.
- Seeking qualified Affirmative Action candidates to fill vacant positions by direct appointment.

The Department of Resources Wildlife and Economic Development

ACTIVITIES PLANNED OR UNDERWAY AS AN EMPLOYING DEPARTMENT THAT SUPPORT THE CONTEXT FOR AFFIRMATIVE ACTION OR DEVELOP AND SUPPORT MEMBERS OF AFFIRMATIVE ACTION GROUPS

- Seeking University students in related studies for summer placement in the Department, and completing training plans to support their development.
- Using casual employment as a tool to provide Affirmative Action candidates experience that will enhance their chances for employment within the Government.
- Providing work experience for high school students who are seeking volunteer work experience in preparation for entering the work force or deciding on career choices.

ACTIVITIES PLANNED OR UNDERWAY IN PARTNERSHIP WITH OTHER DEPARTMENTS/ORGANIZATIONS THAT SUPPORT THE CONTEXT FOR AFFIRMATIVE ACTION OR DEVELOP AND SUPPORT MEMBERS OF AFFIRMATIVE ACTION GROUPS

- Supporting co-op programs in partnership with Aurora college by providing 7 positions for placement of students for a four-month assignment.
- Continue planning with Nunavut Arctic College on introducing a certification program for Community Economic Development to support the community economic development officer positions reporting to Hamlets and external delivery agencies.

The Department of Transportation

ACTIVITIES PLANNED OR UNDERWAY AS AN EMPLOYING DEPARTMENT THAT SUPPORT THE CONTEXT FOR AFFIRMATIVE ACTION OR DEVELOP AND SUPPORT MEMBERS OF AFFIRMATIVE ACTION GROUPS

- Continue to recruit and hire in accordance with the Affirmative Action Policy.
- Continue the practice of reviewing all job descriptions to ensure that qualifications are appropriate and do not impose barriers to Affirmative Action Candidates.
- Continue to use performance development reviews to identify career goals and possible career paths to achieve these goals.
- Used the Public Service Career Training Program to train a Systems Officer and a Budget Officer, who was then appointed Manger, Financial Planning and Analysis.
- Mangers are encouraged to maintain and enhance skills by attending Executive Development seminars, membership in professional associations, reimbursement for correspondence courses and developmental assignments.

ACTIVITIES PLANNED OR UNDERWAY IN PARTNERSHIP WITH OTHER DEPARTMENTS/ORGANIZATIONS THAT SUPPORT THE CONTEXT FOR AFFIRMATIVE ACTION OR DEVELOP AND SUPPORT MEMBERS OF AFFIRMATIVE ACTION GROUPS

- Co-sponsors with the Department of Public Works and Services the Math and Science awards to achievers in Grades 7, 8 and 9 in NWT schools, to encourage NWT students, particularly Aboriginal and female students, to do well in their Math and Science courses since these courses are the basis for post-secondary technical training.
- Co-sponsors, in co-operation with the Housing Corporation, and the Departments of Public Works and Services and Municipal and Community Affairs, the Introduction to Architecture, Engineering and Computer Careers Program, which creates awareness and encourages northern youth to enter into careers in the applied sciences, by exposing them to actual hands-on experience in a summer position in one of the program sponsored fields.
- Co-Sponsors the Pre-Technology Program at Aurora College, which is a one-year upgrading program intended to prepare students for entry into technology programs at technical institutions in southern Canada.
- Participation with other Departments to provide two-year training positions for Nunavut Policy Mangers

