



A PRACTICAL GUIDE TO  
IMPLEMENTING ABORIGINAL  
EMPLOYMENT PARTNERSHIPS

ABORIGINAL WORKFORCE PARTICIPATION INITIATIVE

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# INTRODUCTION



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ABORIGINAL WORKFORCE PARTICIPATION INITIATIVE

## INTRODUCTION

### Why the Guide Was Developed

This guide has been developed as a tool to help employers work in partnership with Aboriginal and non-Aboriginal organizations to expand job opportunities for Aboriginal people.

The Speech from the Throne reaffirmed the federal government's commitment to ensuring equitable access to employment and economic opportunities for Aboriginal people in Canada.

Much still needs to be done. The latest Parliamentary review of the Employment Equity Act by the Standing Committee on Human Resources Development notes that greater access to employment must be realized for Aboriginal people, particularly in the private sector. While many companies want to improve the representation of Aboriginal people in their workforces, they often don't know how. The Committee believes that greater success can be achieved by providing employers with more guidance, technical support and advice.

AWPI's Employment Partnership Strategy is designed to help Aboriginal people achieve a representative workforce in which they participate at all occupational levels. Through a process of voluntary partnerships with Aboriginal organizations and other stakeholders, employers are encouraged to initiate a systematic approach that brings about change in their workplaces. The partnerships also encourage and enable improvements in the knowledge and skill levels of Aboriginal job seekers.

### An Innovative Resource

AWPI has a track record of producing effective and highly valued resources aimed at helping its partners improve the participation of Aboriginal peoples in the workplace.

One of the most important resources produced by AWPI is the *AWPI Employer Toolkit*. This Toolkit provides a comprehensive source of background information on Aboriginal employment issues, including demographic, statistical and legislative information on Aboriginal peoples in Canada; the business case for employing Aboriginal peoples; best practice checklists; and information to develop awareness and understanding of Aboriginal history and culture.

The *AWPI Employer Toolkit* has been widely disseminated and is being used by employers, Aboriginal organizations, governments, and educational institutions across the country.

The purpose of this Partnership Guide is to:

- raise awareness of the employment partnership strategy and how it contributes to the fair representation of Aboriginal people in the Canadian workforce.
- help both Aboriginal and non-Aboriginal organizations initiate, develop and implement employment partnerships.
- provide guidance on the partnership process, including specific advice on getting started and achieving results.

The AWPI Partnership Guide both complements and extends the *AWPI Employer Toolkit*

- the Guide takes a “how-to” approach to developing partnerships, and fleshes out the concepts and ideas outlined in the *AWPI Employer Toolkit*.

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- the Guide provides detailed information about the processes involved in building partnerships, and elaborates the broader, more general approaches presented in the *AWPI Employer Toolkit*.
- the Guide assumes a base of knowledge about Aboriginal issues – such as Aboriginal demographics, Aboriginal awareness concepts, business case arguments for Aboriginal employment partnerships – that are explored in depth in the *AWPI Employer Toolkit*.

While the AWPI Partnership Guide has been developed as a stand-alone resource, many users will benefit from using it in conjunction with the *AWPI Employer Toolkit*. To facilitate this, appropriate cross-references are noted in the Guide and hot links are provided on the web-version.

## Who Should Use the Guide

The guide is designed to be used by both corporate employers and their Aboriginal and non-Aboriginal partners.

Within the company, the Guide should be of use to a wide range of managers and staff specialists. These could include senior management, line managers, HR staff, Aboriginal Relations staff, and purchasing officers.

Aboriginal partners that should find the guide useful include Aboriginal training organizations and Aboriginal communities.

In addition, the guide should be useful to non-aboriginal partners, such as post-secondary educational institutions and other training organizations

## How to Use the Guide

The guide is designed to provide fast and easy access to information and issues linked to the development and implementation of Aboriginal employment partnerships.

It is designed to help different organizations find their own path towards partnership. The material is organized into discrete themes. It is not necessary to read the whole guide.

The material in this guide is divided into three sections.

Section I addresses the Framework for Partnerships. It provides insights into the following key issues:

- Why a partnership approach makes sense and how it benefits the partners and other key stakeholders. These are discussed in Chapter 1 of this Section.
- How to structure and manage the partnership effectively. Chapter 2 provides a general overview of the partnership process. Chapter 3 provides guidance on forming a partnership, including finding the right partners and structuring a Partnership Agreement. Chapter 4 sets out considerations for managing the partnership, including setting up a Steering Committee.

Section II deals with Implementing the Partnership. It provides guidance on the following themes:

- How to identify barriers to and opportunities for Aboriginal employment in the workplace and through contracting. Chapter 1 of this Section outlines the steps needed for an integrated approach to planning and goal setting.

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- How to achieve positive results in recruiting, advancing and retaining Aboriginal employees. These issues are dealt with in Chapter 2.
- How to expand indirect job opportunities for Aboriginal people through Aboriginal contracting. Chapter 3 outlines the purchasing initiatives and supplier development initiatives that can achieve effective results.
- How to work with unions to address issues in the collective agreements that limit opportunities for Aboriginal job seekers. This is examined in Chapter 4.
- How to monitor and evaluate the results of the partnership. Data needs and suggestions for data retrieval systems are set out in Chapter 5.

Section III provides a sample of Resources available and suggestions for other sources of information on partnerships.

# I. THE FRAMEWORK FOR PARTNERSHIP





## I. THE FRAMEWORK FOR PARTNERSHIP

### 1. AWPI PARTNERSHIP STRATEGY

#### 1.1 AWPI Mandate

The Aboriginal Workforce Participation Initiative (AWPI) is designed to increase the participation of Aboriginal peoples in the Canadian labour market. Launched in 1991, and enhanced in 1996, it supports the commitment of the Government of Canada to forge new relationships with Aboriginal peoples.

AWPI's mission is "to facilitate the process of equitable participation of Aboriginal peoples in the Canadian workforce through enhancing awareness, capacity and partnerships between Aboriginal peoples and all sectors of the economy. This process is built upon a foundation of mutual respect, innovation and the pursuit of excellence."

AWPI is aimed at helping its stakeholders -- Aboriginal peoples, employers, and other governments -- take steps to enhance the participation of Aboriginal people in the workforce. AWPI was not designed as an employment program supported by funding for employment. Rather it was designed as an initiative that would break down the barriers to Aboriginal employment, and increase the opportunities for the recruitment, retention and advancement of Aboriginal peoples.

#### 1.2 The Need for an Employment Partnership Approach

The looming skills gap (as baby boomers retire), together with the demographics of a young and growing Aboriginal population, means that those Aboriginal people who possess the right mix of education, skills and experience should be well positioned to meet the future needs of the Canadian labour force.

However, the potential will only be achieved if employers take steps to remove barriers to Aboriginal workforce participation and if opportunities about specific jobs are communicated to Aboriginal students and job seekers in a timely fashion.

##### 1.21 Opportunities

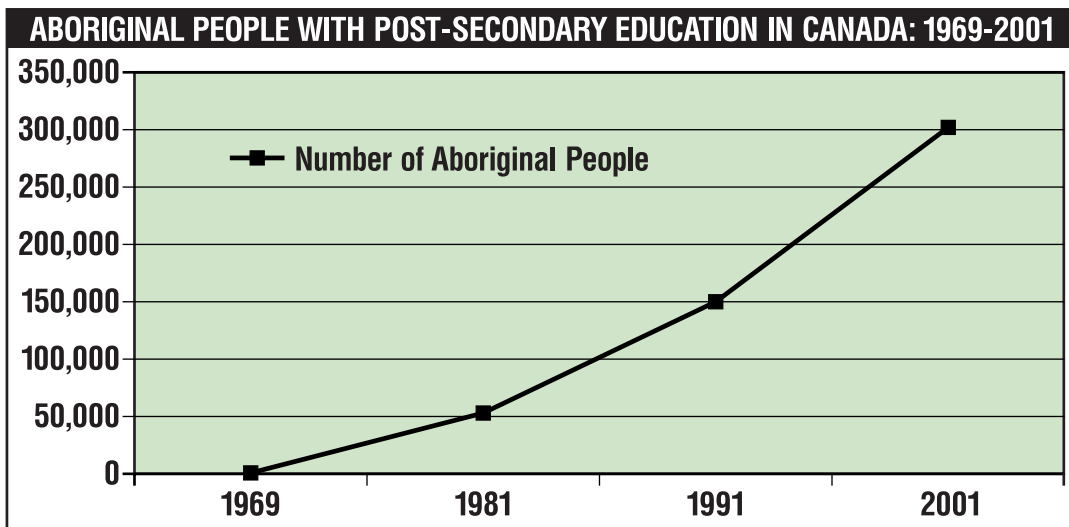
As the Canadian economy continues to grow over the next few years, so too will the number of job opportunities. In addition a significant number of jobs will come open as baby boomers retire. The Aboriginal population is young and growing at a rate almost twice that of the Canadian population. Aboriginal people will be an important part of solving the potential shortage of skilled workers in the Canadian labour force.

- More than half the First Nations population is under the age of 25, with one-third aged 14 and under.
- In contrast the 2001 census indicates that the non-Aboriginal population in Canada is getting older and many people are nearing retirement age. The median age for non-Aboriginal people is 37.7 years compared to 24.7 years for the Aboriginal population.

Aboriginal people are slowly and steadily closing the education gap between themselves and other Canadians:

- The proportion of working-age Aboriginal people (ie. those aged 25-64) who have post-secondary qualifications increased from 33% in 1996 to 38% in 2001.
- The proportion of Aboriginal people with trade certificates surpasses that in the non-Aboriginal population. For example, in 2001, 16% of working-age Aboriginal people held a trade certificate, compared with 13% in the non-Aboriginal working population.

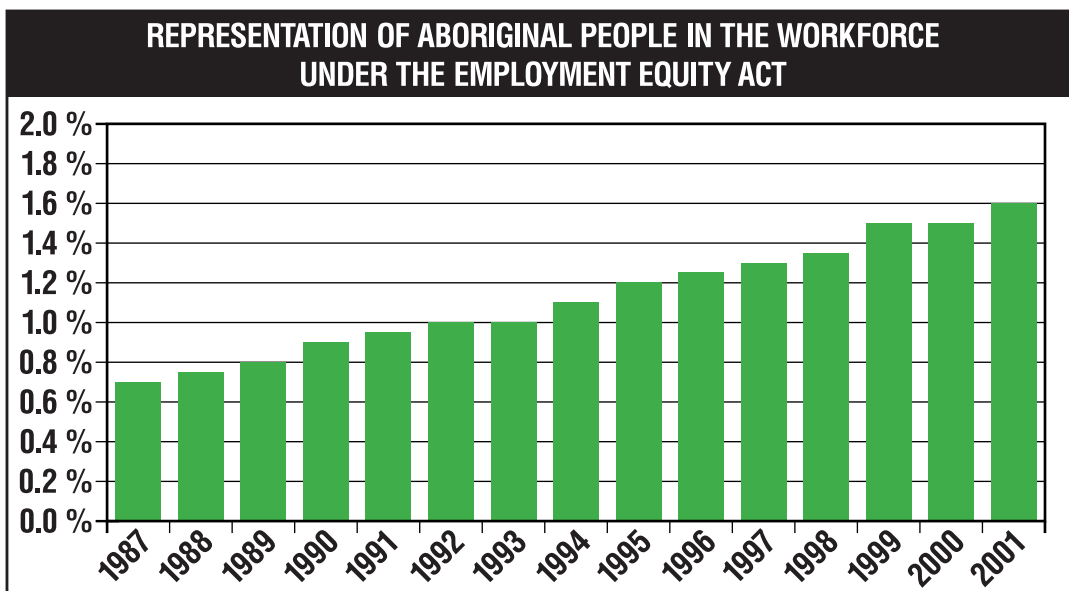
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SOURCES: AWPI Employer Toolkit; 2001 Census

The number of Aboriginal peoples with a post-secondary education has increased dramatically over the past four decades. In 2001, over 300,000 had some post-secondary education, up from 800 in 1969 and 53,000 in 1981. As Aboriginal children move through the education system and into the labour market in coming years they will represent an increasing part of the growth of the Canadian working-age population.

Aboriginal people have also made significant progress in the workplace. Aboriginal representation in organizations covered by the federal Employment Equity Act has increased from 0.7% in 1987 to 1.6% in 2001.



SOURCE: 2002 Employment Equity Act Annual Report

Aboriginal people should also benefit from the dramatic shift to outsourcing in both the public and private sectors. This trend will continue and should result in an increasing range of opportunities for Aboriginal suppliers of goods and services. Aboriginal people are already benefiting from some outsourcing opportunities, particularly through service contracts and construction contracts. The challenge will be to ensure that they get the opportunity to participate fully in all emerging opportunities.

[See Also: *AWPI Employer Toolkit: Demographic and Statistical Information*]

## 1.22 Challenges

Despite significant progress, Aboriginal people are still not represented in the Canadian workforce to the extent of their labour market availability.

- The labour force participation rate for people of Aboriginal origin is 65% compared with 67% for non-Aboriginal people.
- The unemployment rate for Aboriginal people is 16% compared to only 7% for non-Aboriginal people.
- Despite steady progress since 1987, the representation of Aboriginal people in organizations covered by the federal Employment Equity Act still falls short of their labour market availability. In some sectors, such as banking, there has been no increase in the Aboriginal share of the workforce since 1996.
- Aboriginal people remain severely under-represented in management positions in all industry sectors.

This is the result of two key realities: Aboriginal people continue to face significant workplace barriers that limit their awareness of and access to jobs and contracts; and there are still too many Aboriginal people in the labour force who do not possess the education, skill and experience that employers need.

### *Workplace Barriers*

There are a number of barriers in the workplace that limit the hiring of Aboriginal workers. For example, the tendency to request qualifications higher than necessary to do the job keeps lowered skilled Aboriginal job seekers from getting a foothold in the workforce. Managers making hiring decisions often recruit from networks of individuals from similar social, cultural and economic backgrounds; Aboriginal people are seldom part of these networks. In some workplaces, Aboriginal people are confronted with racism, overt discrimination, stereotyping, insensitivity or indifference, which makes them feel uncomfortable and not valued as employees.

FIVE COMMON TYPES OF WORKPLACE BARRIERS	
Job Classifications	✓ Employers request qualifications higher than necessary for job
Cultural Biases in Hiring	✓ Recruiting managers select employees from similar social, cultural and economic backgrounds
Unsupportive Workplaces	✓ Racism and stereotyping in the workplace make Aboriginal people uncomfortable and not valued as employees
Recruitment Practices	<ul style="list-style-type: none"> <li>✓ Many jobs are not advertised</li> <li>✓ Jobs not posted in publications or locations frequented by Aboriginal job seekers.</li> </ul>
Union Barriers	<ul style="list-style-type: none"> <li>✓ Seniority provisions in the collective agreement,</li> <li>✓ Promotion, layoff and recall practices</li> </ul>

In other cases, many jobs are not advertised or they are not posted in publications or locations frequented by Aboriginal job seekers. In unionized workplaces, seniority provisions in the collective agreement, together with promotion, layoff and recall practices act as barriers to the employment and advancement of Aboriginal people.

## **Education and Skills**

Despite significant and steady improvements in the level of education and skill of the Aboriginal population, the dropout rates for Aboriginal students, beginning in grade nine, are alarming. According to the *Taking Pulse Discussion Paper* put out by NAAF in 2001:

- only 34% of Aboriginal youth complete high school. High school completion rates among those living on reserve are lower still: only one quarter completes high school.
- on average only 14% of Aboriginal students earned a post-secondary degree or diploma, compared with a national average of 28%.

In future, many new jobs will require skills that only come with post-secondary diplomas.

## **Contracting Barriers**

Despite the fact that contracting has emerged as an effective tool to provide employment and business development opportunities for Aboriginal suppliers, relatively few Canadian organizations have introduced Aboriginal contracting strategies. The result is that Aboriginal people continue to face a number of barriers in competing for outsourcing contracts by both the private and public sectors in Canada. These include:

- Aboriginal contractors are not included on bid lists.
- Information on upcoming contracts is not disseminated early enough for Aboriginal contractors to prepare a bid.
- Contracts may be too large for Aboriginal businesses to handle.
- Aboriginal contractors may be unfamiliar with the procurement process.
- Bid and performance bonds may be difficult for Aboriginal contractors to arrange.

## **1.3 AWPI's Employment Partnership Strategy**

As the current Canadian workforce ages, the young and growing Aboriginal population should be well positioned to meet the future labour force needs of the Canadian economy. However, the equitable participation of Aboriginal people in the workforce will depend on three key factors:

- First, employers must take actions to remove existing barriers to Aboriginal employment and contracting in the workplace.

### **AWPI'S ROLE IN PROMOTING EMPLOYMENT PARTNERSHIPS**

- ✓ Plays a leadership role in bringing together partners to improve employment opportunities for Aboriginal people
- ✓ Targets high potential sectors and employers
- ✓ Encourages employers to commit to Aboriginal workforce development through a voluntary Partnership Agreement
- ✓ Acts as coach, facilitator and advisor to assist employers and partners implement partnership agreements

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- Second, employers must ensure that information on existing and prospective job and contracting opportunities are communicated fully to students, job seekers and entrepreneurs in the Aboriginal community.
- Third, education and training institutions should work with Aboriginal people to help them acquire the knowledge and skills needed by specific employers.

AWPI recognizes that the achievement of a representative Aboriginal workforce requires a focused and comprehensive employment initiative that encourages changes in the workplace together with improvements in the supply of Aboriginal people who possess the education and skills needed by employers.

Under its employment partnership strategy, AWPI targets high potential sectors and identifies and works with specific companies to encourage them to work in partnership with AWPI and relevant (Aboriginal) stakeholders to build a representative workforce.

AWPI encourages employers to commit to voluntary partnership agreements that take a systematic approach to enabling change in the workplace; help potential Aboriginal workers acquire the knowledge and skills to fill specific job openings; and assist Aboriginal businesses to participate in contracting opportunities. The initiative seeks to develop workplaces that support fairness, respect and dignity, trust and open communication.

## CORE ELEMENTS OF SUCCESSFUL EMPLOYMENT PARTNERSHIPS

- ✓ Develop a bilateral or multilateral process that promotes fairness, equity, trust, respect, dignity and consistency
- ✓ Involve key stakeholders (the Aboriginal community, unions, employees, training institutions) in finding solutions
- ✓ Implement programs to facilitate constructive cultural and race relations
- ✓ Take active steps to promote Aboriginal employment and career development
- ✓ Encourage business development opportunities that create indirect jobs for Aboriginal people

### 1.4 Benefits of a Partnership Strategy

The Employment Partnership Strategy will result in a wide range of benefits to key stakeholders:

#### ***Employer Benefits:***

Employment partnerships help companies tap into the fast growing Aboriginal labour market, now and in the future, and find new local suppliers for goods and services.

Employers find that hiring Aboriginal employees helps them reach and serve Aboriginal markets and Aboriginal clients more effectively.

Partnerships help companies benefit from increased community support and acceptance, thereby improving their access to Aboriginal traditional territories and to the continuity and stability of their operations in those territories.

#### ***Aboriginal Community Benefits***

Employment partnerships can facilitate sustainable community development by increasing the number of people in the Aboriginal community who are gainfully employed and self-sufficient.

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Partnerships can help strengthen Aboriginal business capacity through outsourcing and contracting initiatives that create opportunities for Aboriginal suppliers.

## ***Government Benefits***

Governments benefit from the increased spending power of Aboriginal people in the workforce and from lower social service costs and transfer payments.

## ***Union Benefits***

Employment partnerships help unions remove long-standing irritants with the Aboriginal community, increase their Aboriginal membership, and meet key social justice goals.

## ***Benefits to Education and Training Institutions***

Partnerships help education and training institutions develop and deliver training more efficiently and effectively based on providing Aboriginal people with training that reflects specific labour market demands.

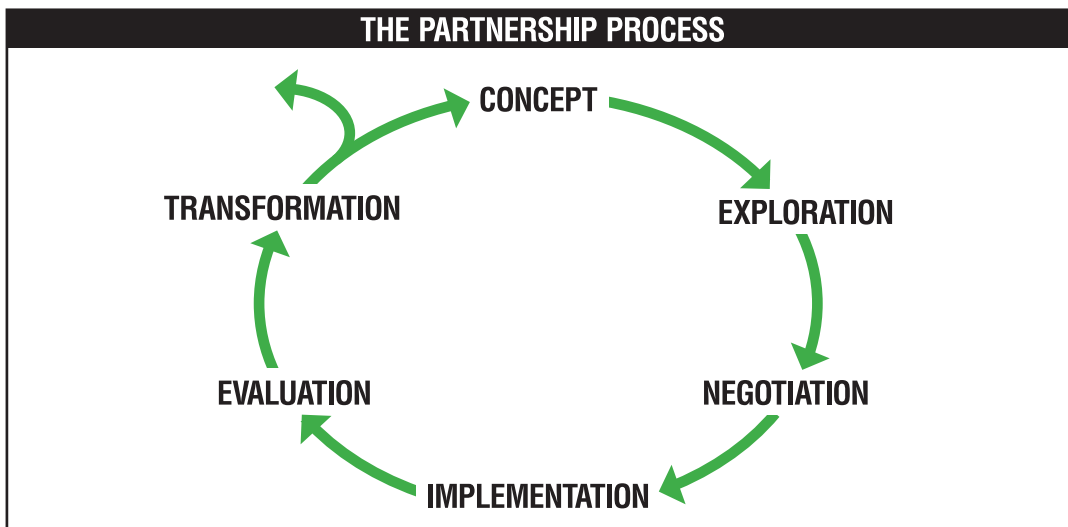
## **2. THE PARTNERSHIP PROCESS**

### **2.1 Overview of the Partnership Process\***

Partnership is a process. It has identifiable stages and many commonly accepted practices.

There are stages to every partnership arrangement. Partnerships flow out of ideas and relationships. They become clarified through discussion and negotiation. Commitments of resources and other investments make them operational. Over time, they need to be evaluated, and based on the results, renewed or modified as appropriate.

In general there are six stages to a partnership arrangement.



## 2.2 Stages of the Partnership Process\*

### ***Concept***

Most partnership arrangements begin as concepts or ideas. Most are generated by one of the partners as a response to the realization that a partnership or alliance strategy may help it achieve key marketing, growth or efficiency goals. Sometimes a third party introduces the concept of a partnership. This is the case in Saskatchewan's Aboriginal Employment Development Program and also under AWPI's Employment Partnership Strategy.

### ***Exploration:***

Finding the right partner is a critical part of the process. Many organizations look to existing relationships for opportunities. The search for prospective partners involves asking the following key questions: Who can help us achieve our goals? In what ways are our goals compatible? Are our values compatible? How do we strengthen and complement one another? Can we work together?

### ***Negotiation***

The process of negotiation defines how the partners will work together. It clarifies the goals and expectations of each partner. Negotiation also establishes the roles and responsibilities of each partner.

### ***Implementation***

Each partnership is different in its implementation. In general, this stage involves all of the operational aspects of the partnership, such as the management structure, resourcing, planning and goal setting, targeted actions and communications.

### ***Evaluation***

Monitoring and evaluation are essential parts of any partnership. Partners need to ask: Are we meeting our goals? Are our expectations being fulfilled? What have we learned? Have we solved problems that have emerged? Have circumstances changed since we began?

### ***Transformation***

Partnerships change over time. They can grow and be renewed. They can lead to new arrangements. They can also end. Recognizing the dynamic nature of a partnership helps the appropriate transformation to occur.

\* Source: *The Power of Partnerships: New Opportunities for Aboriginal Peoples and Ontario Business*, Ontario Native Affairs Secretariat. © Queen's Printer for Ontario, 2001. Reproduced with permission.

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## 2.3 Types of Employment Partnerships

Employment partnerships are emerging in many sectors of the economy and can be structured in a variety of ways.

Some partnerships take the form of strategic alliances, some are joint ventures, some are ad hoc arrangements and others are formal partnership agreements. The following table describes examples of these different arrangements.

EXAMPLES OF PARTNERSHIP ARRANGEMENTS	
Type	Characteristics
Joint Venture	<ul style="list-style-type: none"><li>✓ new legal entity created</li><li>✓ formed for specific set of purposes</li><li>✓ usually complex, long-term arrangements</li><li>✓ found in many different economic sectors</li></ul>
Strategic Alliances	<ul style="list-style-type: none"><li>✓ partners remain legally separate</li><li>✓ focused set of purposes</li><li>✓ joint collaboration in one specific area over an extended period of time</li><li>✓ used for contracting, marketing, service provision, construction projects, etc.</li></ul>
Comprehensive Partnerships	<ul style="list-style-type: none"><li>✓ partners remain legally separate</li><li>✓ make a joint commitment to collaborate in a number of inter-related areas</li><li>✓ often involve long-term economic and community development activities</li></ul>
Partnership Projects	<ul style="list-style-type: none"><li>✓ partners remain legally separate</li><li>✓ focused set of objectives and activities for a definable time/project period</li><li>✓ can involve multiple stakeholders</li><li>✓ applicable across many economic sectors</li></ul>



## 3. GETTING STARTED

### 3.1 Finding Partners

The three most common ways in which corporations and Aboriginal organizations can make initial contact is through networking; using intermediaries; or making a direct approach.

#### *Networking*

Networking is the most informal method of relationship building. Aboriginal organizations should find good networking opportunities by participating in seminars, workshops, breakfast meetings, conferences and trade shows organized by local Chambers of Commerce, trade associations and industry associations. For corporate employers participating in Aboriginal organizations and events can be a good way to meet key local Aboriginal contacts and increase knowledge and understanding of Aboriginal issues and priorities.

#### *Intermediaries*

There are a variety of intermediaries who can help corporate and Aboriginal organizations find potential partners.

Private sector intermediaries would include accountants, lawyers, consultants who might be able to provide suggestions and make introductions.

There are also a number of federal and provincial government programs that have staff specialists who can help with advice and contacts. These are listed in Section III of this guide under *Section III: Resources*

GOVERNMENT PROGRAMS PROMOTING PARTNERSHIPS	
FEDERAL GOVERNMENT	ABORIGINAL WORKFORCE PARTICIPATION INITIATIVE
ONTARIO	WORKING PARTNERSHIPS PROGRAM
SASKATCHEWAN	ABORIGINAL EMPLOYMENT DEVELOPMENT PROGRAM
BRITISH COLUMBIA	ABORIGINAL EMPLOYMENT PARTNERSHIP INITIATIVE

#### *Direct Approach*

Many organizations know what they are looking for in a partner and undertake the search themselves. This often involves developing specific criteria and then searching for a partner that meets the criteria. A variety of techniques can be used including retaining consultants; researching databases, resource lists and directories; advertising for partners; and using requests for proposals.

## 3.2 The Qualities of a Good Partner

Choosing an appropriate partner is one of the key decisions in creating a successful partnership. There are three fundamental qualities that are essential in both partners: respect, motivation, and commitment. Partnership is a two-way street and the qualities that are desirable on one side of the partnership are just as desirable on the other side.

QUALITIES OF A GOOD PARTNER*		
Aboriginal Partner	Essential Qualities	Corporate Partner
<ul style="list-style-type: none"> <li>✓ Respect for corporate values</li> <li>✓ Respect for corporate decision process</li> </ul>	Respect	<ul style="list-style-type: none"> <li>✓ Respect for Aboriginal values</li> <li>✓ Respect for Aboriginal decision process</li> </ul>
<ul style="list-style-type: none"> <li>✓ Partnership helps attain community goals</li> <li>✓ Fits with community strategy</li> </ul>	Motivation	<ul style="list-style-type: none"> <li>✓ Partnerships helps attain business goals</li> <li>✓ Strategic fit with corporate priorities</li> </ul>
<ul style="list-style-type: none"> <li>✓ Willingness to share goals</li> <li>✓ Willingness to allocate resources</li> <li>✓ Willingness to sustain effort</li> </ul>	Commitment	<ul style="list-style-type: none"> <li>✓ Willingness to share goals</li> <li>✓ Willingness to allocate resources</li> <li>✓ Willingness to sustain effort.</li> </ul>

\* Source: *The Power of Partnerships: New Opportunities for Aboriginal Peoples and Ontario Business*, Ontario Native Affairs Secretariat. © Queen's Printer for Ontario, 2001. Reproduced with permission.

## 3.3 The Partnership Agreement

Partnership Agreements are formal agreements that set out the principles on which the implementation strategy is based and identify the commitments of each partner to the Agreement.

Basic principles underlying the partnership could include:

- a commitment to fairness and equity.
- mutual respect.
- open communications.
- mutual trust.
- shared commitment.

The core objective of the partnership would be to increase Aboriginal employment and career development opportunities. In addition the Partnership Agreement could commit the partners to other complementary goals, such as:

- initiatives to build organizational commitment.
- initiatives to create a supportive workplace for Aboriginal employees.
- business development initiatives for Aboriginal contractors and suppliers.
- a timeframe for achieving specific goals.
- a framework for monitoring and evaluation.

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ROLES AND RESPONSIBILITIES OF KEY PARTNERS	
Partner	Partnership Role
Employer	<ul style="list-style-type: none"> <li>✓ undertake a workforce review, employment systems review and procurement review to identify barriers and opportunities</li> <li>✓ take steps to remove barriers</li> <li>✓ prepare the workplace for qualified Aboriginal employees</li> <li>✓ communicate information on the types of skills and qualifications the organization needs to Aboriginal communities and training organizations</li> <li>✓ take proactive measures to improve Aboriginal recruitment, retention and advancement in the workplace</li> <li>✓ inform Aboriginal community and businesses about goods and services needed</li> <li>✓ assist Aboriginal suppliers to capture contract opportunities</li> <li>✓ work with the unions to address barriers in the collective agreement.</li> </ul>
Aboriginal Community	<ul style="list-style-type: none"> <li>✓ identify candidates for employment</li> <li>✓ encourage and support Aboriginal youth to obtain necessary workforce education and skills</li> </ul>
Unions	<ul style="list-style-type: none"> <li>✓ open up opportunities for Aboriginal people through Aboriginal-specific provisions in the collective agreement</li> </ul>
Aboriginal Training Organizations	<ul style="list-style-type: none"> <li>✓ develop cost-efficient program for Aboriginal participants that are geared to needs of the workplace</li> </ul>
Governments	<ul style="list-style-type: none"> <li>✓ facilitate the process of partnership formation</li> <li>✓ provide advice and assistance to partners</li> </ul>

The employer plays the central role in the partnership with the responsibility to address barriers, identify employment needs and opportunities, and communicate these to Aboriginal job seekers, organizations and communities.

At the same time, the role of other partners can be very important. The Aboriginal community and training organizations can help identify potential candidates for job openings. Unions can help open up opportunities for Aboriginal people through Aboriginal-specific provisions in the collective agreement. Governments can facilitate the partnership process through advice and funding, if necessary. The table above sets out some of these key roles and responsibilities in more detail.

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## MODEL EMPLOYMENT PARTNERSHIP AGREEMENT

Partnership Agreement between

\_\_\_\_\_

and

\_\_\_\_\_

The parties in this agreement agree to work together in the development of a partnership for Aboriginal employment.

The parties further agree the development of such a partnership will require the establishment of a relationship involving close co-operation between the parties having individual and joint priorities, responsibilities and authorities in an environment that reflects and fosters:

- ✓ Fairness and equity
- ✓ Consistency of approach
- ✓ Mutual respect and dignity
- ✓ Open communication
- ✓ Trust

The parties agree to work with the Aboriginal community, unions (if applicable), and employees to find ways to:

1. Facilitate constructive cultural relations.
2. Enhance linkages to the Aboriginal labour force.
3. Promote employment, retention and career development opportunities for Aboriginal people.
4. Identify potential business development initiatives of mutual benefit designed to meet Aboriginal social, economic and educational priorities within the community which generate an opportunity for Aboriginal employment.
5. Develop an action plan indicating both short and long term strategies. Also included in this are:
  - ✓ Co-ordinated progress of the agreement
  - ✓ Co-ordinated results of the agreement.

Signed this \_\_\_\_\_ day of \_\_\_\_\_, 2003

\_\_\_\_\_  
On behalf of the Employer

\_\_\_\_\_  
On behalf of the Aboriginal Partner

\_\_\_\_\_  
On behalf of Union (if applicable)

Partnership Agreements are often signed by the partners in a public ceremony. This sends a signal to the staff in the partner organizations, as well as to other stakeholders, especially in the Aboriginal community, that senior management is committed to achieving results.

## 4. MANAGING THE PARTNERSHIP

### 4.1 Allocating Resources

The success of the partnership will depend directly on the resources allocated to managing and implementing the process. Resource needs may involve:

- staff resources/time to participate in and assist a Steering Committee.
- a Coordinator to oversee development, implementation and evaluation of a representative workforce strategy and to advise and assist line units.
- funding/staff time for workplace reviews, planning, training and development, recruitment and staffing, supplier development, communications.
- time commitments from union members and other Committee members.

### 4.2 Establishing a Steering Committee

A Steering Committee helps to plan, develop and oversee the implementation process.

Ideally, the Committee should be made up from representatives of the various stakeholders who have a vested interest in the successful implementation of the specific employment partnership. This could include key managers, HR personnel, procurement/contracting staff, a government representative, a representative from partner Aboriginal organizations, and representatives from union or employee groups.

The role of the Steering Committee would be advisory. It would help the company to develop an implementation plan that includes:

- Operational goals and objectives
- Recommended implementation process
- An implementation schedule
- The appropriate ongoing monitoring and advisory role of the Committee
- Sources of external assistance and funding

### 4.3 Developing a Communications Strategy

Effective communications are essential to the success of the partnership.

Good ongoing communications are important in order to keep stakeholders informed about what is happening, build awareness about the partnership and its objectives, build understanding, and make it more likely that the partners will work in a coordinated way.

Strong internal communications should be established with employees (or community members) and people directly involved in making the partnership work.

Partner organizations should be informed about progress, issues, challenges and accomplishments. In all cases, communication networks should include key Aboriginal training organizations, educational institutions and communities in order for Aboriginal people to have timely information on job opportunities and accurate information on education and skill needs for particular jobs.

Stakeholders outside the immediate partnership framework (governments, regulators, communities) should be kept informed of developments on an on-going basis.

## II. IMPLEMENTING A PARTNERSHIP



## II. IMPLEMENTING A PARTNERSHIP

### 1. ASSESSMENT, PLANNING AND GOAL SETTING

The employer should undertake a workforce review, employment systems review and procurement review to identify barriers and opportunities.

#### 1.1 Workplace Review

The purpose of the workplace review is for the employer to undertake a systematic review of all administrative policies, procedures and practices to ensure that these do not act as barriers to the recruitment, retention and promotion of Aboriginal people. This involves addressing the following issues:

- *Classification Issues:* Occupations may be over-classified, specifying education and training that exceeds the knowledge and skills required to perform the job well. In other cases, the employer may routinely hire persons who are overqualified. These practices limit opportunities for less-educated Aboriginal job seekers.
- *Recruitment Issues:* Recruitment practices may not reach out to Aboriginal job seekers. Managers responsible for specific hiring decisions of casual or part-time employees often turn to their existing informal community and social networks to fill positions. Since Aboriginal people are not part of these networks they are not made aware of opportunities.
- *Selection Practices:* The absence of clear and objective screening and selection criteria, and the failure to use selection panels with Aboriginal representatives, can both result in hiring decisions that unfairly exclude Aboriginal job candidates.
- *Training and Promotion Strategies:* The failure to accommodate Aboriginal values or measures that exclude Aboriginal people from on-the-job training and work experience opportunities will limit the access of Aboriginal people to supervisory, management and higher skill occupations.

If such barriers are identified a strategy and plan should be developed to modify or remove these barriers.

[See also: *AWPI Employer Toolkit: Barriers to Aboriginal Employment*]

#### 1.2 Occupational Survey of the Workforce

The purpose of the occupational survey is to identify the different types of occupations that exist in the workplace, the number of positions in each occupational category, and the formal knowledge, skills and experience required for each position. This then forms the basis of the Company's recruitment and training strategy. A survey can encompass the following:

- the different types of occupations in the workplace.
- the knowledge, skills, duties and responsibilities of each type of occupation.
- composition of the existing workforce.
- whether jobs are full-time, part-time, or casual.

One way to group occupations is on the basis of the following formal education/training requirements:

- those requiring only literacy or grade 8.
- those requiring partial high school.
- those requiring partial high school plus some trade, technical, vocational training.
- those requiring grade 12 plus some post secondary training.
- professional occupations.

# A PRACTICAL GUIDE TO IMPLEMENTING ABORIGINAL EMPLOYMENT PARTNERSHIPS

These findings should be organized and quantified for use in informing the Aboriginal community and education/training institutions of potential job opportunities and the kind of skills and training that will be necessary for Aboriginal candidates to compete for these opportunities. The following table provides an example of how the results could be organized.

ORGANIZING THE RESULTS OF THE OCCUPATIONAL SURVEY						
Occupation Title	Minimum qualifications	Job Status				Duties and responsibilities
		Full Time	Part Time	Casual	Total	
<b>Totals</b>						

### 1.3 Review Contracting Policies and Practices

Existing contracting policies and procedures should be reviewed to ensure that they do not act as barriers to Aboriginal suppliers. Issues to be addressed include:

- Whether the organization keeps a list of potential Aboriginal contractors.
- Whether Aboriginal contractors are informed in a timely basis of forthcoming contracts.
- Whether the typical size of contracts awarded is too large for Aboriginal contractors to handle.
- Whether Aboriginal contractors have problems arranging performance and bid bonds.

If these existing contracting practices have the effect of excluding Aboriginal contractors and suppliers, a plan should be developed to modify these practices or procedures.

### 1.4 Setting Goals

It is important that realistic goals and timetables be set, ideally by having the individual business units in an organization define their own commitments.

A framework of long term goals combined with annual targets has proved to be a very effective strategy utilized by a number of corporate leaders across Canada.

#### 1.41 Employment Goals

Data from the occupational survey should be used to establish Aboriginal employment goals and a timeframe for reaching these goals.

The under-representation of Aboriginal people in the employer's workforce could be established by comparing the number of Aboriginal employees in each occupational category against the potential availability of Aboriginal people in the labour force in that category.

The timeframe for achieving full Aboriginal representation in a particular occupational category will depend partly on turnover and partly on the availability of Aboriginal candidates for the position. While low skill occupational categories may be filled relatively quickly (depending on turnover), professional and managerial jobs will usually take much longer.



## 1.42 Contracting Goals

Many organizations outsource a range of services from outside suppliers as well as purchase equipment and supplies. This information should be collected on a centralized basis and form the base for establishing goals for increasing purchasing of goods and services from Aboriginal suppliers.

There are a variety of options for setting Aboriginal contracting goals:

- One approach is to set a “fair share” target that represents a percentage of total goods and services that are outsourced.
- The organization can review its detailed business needs and then identify specific opportunities that can be met by local Aboriginal businesses.
- Some corporations set a series of stretch goals that aim to increase the annual purchasing from Aboriginal suppliers each year.

## 2. TAKING ACTION ON EMPLOYMENT

### 2.1 Creating a Supportive Workplace

A supportive workplace is the essential underpinning for both Aboriginal recruitment and Aboriginal retention initiatives.

A successful Aboriginal employment strategy needs the support and understanding of existing employees and managers. The key is to focus on the employees and managers in the organization’s business or operating units. They are the people who work on a daily basis with aboriginal people as co-workers and contractors and who are responsible for the hiring, training and contracting decisions that impact on Aboriginal people and communities.

Existing employees will embrace change more readily if they understand the reasons for it. This may involve initiatives on two fronts: first, it is important for employees to understand how a commitment to Aboriginal people can benefit the company; second, they need to understand why these commitments are important to Aboriginal people. Aboriginal Awareness workshops can be an important tool for building understanding.

The following considerations are important in planning and delivering effective Awareness workshops:

- Defining the needs and goals of the workshop(s)
- Developing the workshop content
- Determining who should deliver the workshop(s)
- Tailoring workshops to specific audiences
- Scheduling workshops to ensure they are accessible to the target audience
- Refining the workshops on the basis of participant feedback

#### **SASKENERGY’S ECONOMIC ARGUMENTS FOR CHANGE LEARNING PROGRAM\***

- ✓ The program helps employees understand why SaskEnergy’s Aboriginal Framework policy makes good business sense
- ✓ It enables participants to explore and evaluate their views of Aboriginal people
- ✓ It helps participants increase their knowledge of the historical and socio-economic realities that underpin the partnerships with Aboriginal people.

\* Source: SaskEnergy

# A PRACTICAL GUIDE TO IMPLEMENTING ABORIGINAL EMPLOYMENT PARTNERSHIPS

## 2.2 Pre-Employment Training Initiatives

Many Aboriginal people still lack the education and skills needed for many positions in the workforce. If the high unemployment of Aboriginal people is to be resolved, employers should become part of the solution.

Given their high dropout rates, it is essential that Aboriginal youth be encouraged to stay-in school and acquire the education and skill levels needed in today's workplace. To this end, employers can:

- work in cooperation with Aboriginal communities to plan and implement stay-in-school programs in high schools.
- participate in career development programs in Aboriginal schools.
- prepare and distribute information packages for students that describe the types of job opportunities in the organization, their educational and skill requirements, job remuneration, and promotion and career advancement opportunities.
- encourage Aboriginal applicants to return to school by promising to reconsider their applications once they have acquired the education needed for the job.
- provide educational awards and scholarships for Aboriginal students entering post-secondary educational and training programs.

Employers can also work with training institutions to develop and participate in occupation-specific job readiness programs. Under these programs, Aboriginal trainees would receive appropriate training at the employer's job site. Math, language and reading skills could be developed using examples from the workplace that deal with tasks expected from employees. Interpersonal skill development should focus on skills needed to interact with colleagues, supervisors and service users. Aboriginal trainees could also be provided with information and training that helps them understand the new cultural environment they will be working in.

Employers can provide summer employment and coop work experience opportunities for Aboriginal students on a regular basis.

PRE-EMPLOYMENT TRAINING ROLES	
Stakeholder	Role
Aboriginal Community	<ul style="list-style-type: none"> <li>✓ stress importance of education/training to Aboriginal youth</li> <li>✓ encourage/assist Aboriginal youth to get necessary schooling</li> <li>✓ provide rewards for successful completion of education/training</li> </ul>
K-12 Schools	<ul style="list-style-type: none"> <li>✓ emphasize importance of selecting and planning careers</li> <li>✓ provide career counseling to make students aware of training needed for specific careers</li> </ul>
Employers	<ul style="list-style-type: none"> <li>✓ inform post secondary institutions of specific workplace training needs</li> <li>✓ assist post-secondary institutions develop appropriate training curriculums</li> <li>✓ assist institutions to provide student support services</li> <li>✓ inform institutions of specific job opportunities</li> <li>✓ partner with training organizations to offer training programs linked to job experience</li> <li>✓ provide scholarships/educational awards for Aboriginal students</li> <li>✓ provide summer employment opportunities</li> </ul>
Post Secondary Education and Training Institutions	<ul style="list-style-type: none"> <li>✓ inform employers of courses available, costs and timeframes and sources of funding</li> <li>✓ determine how current training can be enhanced or modified for Aboriginal students</li> <li>✓ develop appropriate cultural content to include in existing training modules</li> </ul>

## 2.3 Recruitment

The short-term and long-term hiring goals should drive the recruitment strategy. Successful Aboriginal recruitment initiatives may involve taking the following measures:

- ensure that all job opportunities are advertised, including casual and part-time positions.
- ensure that job qualifications reflect real job requirements and accept a range of equivalencies.
- establish relationships with Aboriginal organizations and human resource agencies to keep them informed about job opportunities.
- access inventories of Aboriginal job applicants.
- ensure that there is Aboriginal representation in the recruitment process.

### EMPLOYER STRATEGIES TO REACH ABORIGINAL JOB SEEKERS

- ✓ Use targeted media and communication channels recommended by local Aboriginal communities
- ✓ Ensure that job openings are posted prominently at all relevant organizations, including Aboriginal employment and training centres; band offices; Metis locals; Friendships Centres; schools and educational institutions
- ✓ Use public service announcements on CBC North
- ✓ Tap into Aboriginal networks to help identify and reach potential Aboriginal candidates

## 2.4 Selection

The selection process is an important component in ensuring that Aboriginal candidates are given fair access to available jobs. The following table sets out possible actions to ensure that there is no unintended bias in the process that works against Aboriginal candidates.

### FAIR SELECTION PROCEDURES

- ✓ Ensure that assessment tools are job related and pre-tested for bias
- ✓ Establish clear and objective screening criteria
- ✓ Establish clear and objective selection criteria
- ✓ Use prior learning assessments that recognize a range of equivalencies
- ✓ Include experienced and qualified Aboriginal people on the selection panel
- ✓ Ensure the selection panel explains the demands of the job in terms understood by Aboriginal applicants
- ✓ Give the selection panel the scope to discuss support needs with Aboriginal applicants

## 2.5 Advancement

A key goal in achieving a representative workforce is to ensure that Aboriginal people begin to fill management, professional and technical positions within a reasonable timeframe. At present the pool of Aboriginal candidates who can compete for such positions is limited. Therefore, employers may need to take a more proactive approach, such as:

- working with the Aboriginal community and training institutions to develop a recruitment strategy which identifies and hires Aboriginal people with high potential for these positions.
- preparing a training plan for high potential employees which would give them exposure to a variety of assignments, possibly under the mentorship of an experienced employee. Appropriate training programs could be integrated into this on-the-job learning experience.

## 2.6 Retention

Many workplaces experience a high turnover of Aboriginal employees. Retention problems can result from a number of causes, the most common being an unwelcoming corporate culture, harassment in the workplace, and a lack of assistance and support for Aboriginal employees.

In addition to taking steps to build a supportive workplace, employers can also take steps to help new Aboriginal employees with job orientation and Aboriginal support programs.

Many new Aboriginal employees may not be familiar with the expectations of the workplace. In these cases, develop a job orientation program that helps new workers understand the key workplace policies and procedures, why they are necessary for the efficient and orderly operation of the workplace, and what is expected of him. The program should also ensure that the new worker understands where to turn to for help and advice in both the company and its unions. Carry out a follow-up after a few months to ensure that the employee is comfortable in the workplace and to take supplementary action if needed.

Aboriginal employee networks can provide support and assistance to existing employees and also help new Aboriginal employees to adjust to the workplace. Aboriginal employees should be encouraged to develop a formal network to support each other and to deal with Aboriginal specific issues.

### KEY ELEMENTS OF A JOB ORIENTATION PROGRAM

- ✓ Provide a detailed explanation of policies and procedures of the workplace
- ✓ Provide details on how the workplace is organized and operates
- ✓ Clarify the expectations of the job
- ✓ Explain who new employees should talk to if they are experiencing problems
- ✓ Explain the support services or support networks that are available for Aboriginal employees
- ✓ Provide information on the employee association or union; union contacts; and sources of information on the collective agreement

## 2.7 Workplace Training and Career Development

It is essential that Aboriginal employees participate fully and fairly in on-the-job training and career development opportunities. This can involve:

- preparing training and career development plans for individual Aboriginal employees
- making career counseling and support systems accessible to Aboriginal employees
- ensuring that Aboriginal employees participate fully in development assignments
- developing mentoring programs for Aboriginal employees
- ensuring that Aboriginal employees are included in the succession planning process

*[See also: [AWPI Employer Toolkit: Key Issues- Recruitment, Retention, Advancement](#)]*

## 3. TAKING ACTION ON PROCUREMENT, CONTRACTING AND PURCHASING

### 3.1 Aboriginal Purchasing Initiatives

In order to increase the volume and value of Aboriginal contracting activity, the organization may have to adopt a specific Aboriginal purchasing policy. This would include measures that create specific opportunities for Aboriginal suppliers and procedures that ensure they are given a fair opportunity to compete, such as:

- the use of sole sourcing.
- restricting certain contracts for Aboriginal suppliers.
- breaking up contracts into smaller sizes to match the capacity of Aboriginal contractors.
- waiving bonding requirements.
- encouraging or requiring Aboriginal sub-contract opportunities in prime contracts.
- ensuring that Aboriginal contractors are on bid lists.
- providing early notice to Aboriginal communities and Aboriginal businesses of upcoming contracts.
- clarifying procurement processes for Aboriginal suppliers.

### 3.2 Aboriginal Supplier Development

Many organizations that provide opportunities for Aboriginal suppliers also work with them to strengthen their business capabilities so that they can compete effectively for contracts. This can take a variety of forms, including:

- providing timely information.
- putting on pre-bid workshops and supplier development forums.
- providing direct advice, coaching and training to potential bidders.
- providing help with financing.
- encouraging and facilitating cooperative business ventures with non-Aboriginal partners.

# A PRACTICAL GUIDE TO IMPLEMENTING ABORIGINAL EMPLOYMENT PARTNERSHIPS

EXAMPLES OF ABORIGINAL SUPPLIER CAPABILITY IN CANADA	
Business Sector	Aboriginal Contracting Examples
Oil and Gas	Well servicing Drilling Maintenance services Labour services Transportation services Environmental services
Pipelines	Bio-engineering Pipeline construction Reclamation services Sandblasting services
Forestry	Silviculture Harvesting Log Supply
Mining	Trucking Aviation Services Catering services Mechanical services Open-pit mining Laundry services Road work and maintenance
Electrical generation/transmission	Environmental assessments Tree clearing Communication services Meter reading Bill collection Security services Construction services
Banking	Computer services Printing services Training programs

### 3.3 Resources and Tools

An Aboriginal purchasing policy should be backed up with guidance, resources and tools to help line managers and procurement staff implement the policy. For example:

- build a directory of Aboriginal contractors in the region to develop a better understanding of Aboriginal supplier capability.
- develop guidelines to help managers to evaluate joint business ventures.
- establish an Aboriginal business development group to identify specific opportunities and work with Aboriginal communities and entrepreneurs to maximize the results.

Long-term commitment to an Aboriginal procurement initiative is vital. Most programs take time to make an impact.

## 4. WORKING WITH UNIONS

In a unionized workplace, employers need to work with employee unions to identify issues in the collective agreement that exclude Aboriginal people from the workforce or limit their scope for advancement. This should form the basis for a joint process to develop innovative ways of addressing these issues.

### 4.1 Understanding the Barriers

Two of the key issues in collective agreements that tend to limit opportunities for Aboriginal job seekers revolve around seniority and job entry levels.

- As a result of seniority rights in most collective agreements, employees are promoted, paid, laid off and recalled on the basis of seniority, rather than qualifications or merit. This means that Aboriginal workers, who are often the most recent employees, are last in line for advancement and first in line for layoffs.
- The requirement that vacancies for new jobs (other than entry level jobs) must be posted and filled internally means that Aboriginal workers can only enter the workforce at the entry level, whether they possesses the skills for higher level jobs or not.

### 4.2 Union Initiatives to Create Jobs for Aboriginal people

A number of unions have taken steps to address these problems and help create a representative workforce by including special provisions for Aboriginal people into collective agreements. These may include:

- special hiring, layoff and recall provisions.
- set-asides for apprenticeships.
- workplace preparation.
- in-service training.
- accommodation of spiritual or cultural observances.

Unions have also supported other initiatives to overcome labour force barriers for Aboriginal peoples, such as special employment subsidies and employment equity programs. They have also participated in employment equity plans and partnership agreements. Specific examples of union initiatives are set out in the following table.

# A PRACTICAL GUIDE TO IMPLEMENTING ABORIGINAL EMPLOYMENT PARTNERSHIPS

<b>UNION INITIATIVES TO CREATE OPPORTUNITIES FOR ABORIGINAL WORKERS*</b>	
<b>Union/Employer</b>	<b>Initiative</b>
IBEW Local 2034 and Manitoba Hydro	<p>The company and the union have signed a letter of intent to facilitate equitable participation of qualified Aboriginal people. Particularly in northern locations the union will give every consideration to management requests to waive posting of some positions to accommodate the hiring of Aboriginal people.</p> <p>The parties have also reached understandings on Aboriginal Pre-Placement Training Programs and a Technical Trades Aboriginal Pre-Placement Training Program.</p>
Saskatchewan Union of Nurses and SAHO	<p>The union and the employer agree with the principle of achieving a representative workforce for Aboriginal people. In consultation with the union, the employer will implement initiatives to raise awareness among all employees of cultural differences with an emphasis on Aboriginal people.</p> <p>The collective agreement also contains an article requiring every reasonable effort to accommodate an employee who wishes to participate in spiritual or religious observances required by faith or culture.</p>
USWA Local 924 and United Keno Mines	<p>The company and the unions agree that the company may give preference to First Nations or native employees regardless of their seniority in all cases regarding the filling of vacancies, promotions, selections for training, transfers, layoffs, and recalls from layoff.</p> <p>The company may develop special work schedules applicable to native employees to allow them to engage in traditional activities (such as hunting, fishing, trapping and spiritual activities), while maintaining employment with the company.</p> <p>Any native employee, who has completed the probationary period under the Collective Agreement, may request leaves of absence (which cannot total more than three months in any calendar year) in order to engage in traditional activities.</p>
USWA Local 1051 and Anvil Range Mining Corp	<p>The Company, the union and the local First Nation participate in quarterly consultation meetings to review the company's employment and contracting commitments to the First Nation and to promote cooperation, mutual respect, understanding and tolerance in all relations between the company, the union and First nation peoples.</p>
USWA Local 8914 and Cameco	<p>Preference will be given to residents of Saskatchewan's north and northern residents of Aboriginal ancestry in matters of hiring and recall. In the case of a reduction in the workforce, preference will be given to retaining residents of Saskatchewan's north and northern residents of Aboriginal ancestry.</p> <p>The company shall class apprenticeship vacancies as either "regular" or "special". The "special" apprenticeship vacancies shall be filled by northern residents of Aboriginal ancestry.</p>

\* Source: *Aboriginal Rights Resource Tool Kit*  
Canadian Labour Congress (2003)



## 4.3 The Union Role in Partnership Agreements

Employers should invite their unions to participate fully in partnership agreements that make specific commitments to improve job opportunities for Aboriginal people. The union then becomes a partner with the employer in removing workplace barriers and recruiting and retaining Aboriginal workers.

If changes in collective agreements need to be negotiated, this could take place around the concept of an “Aboriginal Representative Workforce”. This would be implemented in such a way as to open opportunities for new Aboriginal job seekers, while protecting the seniority rights of current staff.

### UNION ROLE IN THE PARTNERSHIP PROCESS

- ✓ Participate on the Steering Committee of the employment partnership.
- ✓ Develop programs to build mutual understanding between union members and Aboriginal people.
- ✓ Seek agreement with the employer on the principle of an “Aboriginal Representative Workforce” and how it can be incorporated into the collective agreement.
- ✓ Participate in pre-apprenticeship training initiatives for Aboriginal youth.
- ✓ Ensure that Aboriginal union members have access to union representatives who understand their problems and can provide solutions within the cultural context to their communities.
- ✓ Provide financial support to help educate and train Aboriginal youth through academic scholarships, workplace bursaries and interest-free loans to needy students.
- ✓ Take steps to increase Aboriginal representation in the union leadership and administration.

## 5. MONITORING AND EVALUATION

A process should be agreed to by the Steering Committee that identifies the information necessary to determine whether progress is being made and the required data retrieval system that will enable a thorough evaluation of the strategy to take place.

### 5.1 Determine Data Needs

The process of deciding on appropriate monitoring instruments could be done by the Steering Committee or by a sub-committee of the Steering Committee. The objectives would be to:

- identify indicators by which the implementation strategy could be measured
- identify the kind of information which must be retrieved and recorded
- design and/or recommend an information retrieval process
- determine how the information should be summarized in report form for distribution to stakeholders

### 5.2 Information Gathering

Base data must be established that provides a snapshot of the organization’s existing relations with Aboriginal people with particular emphasis on employment, training and contracting.

In order to track progress achieved through the employment partnership strategy information should be collected annually on a wide range of performance measures and results achieved by the key partners, including the employer, the unions and the training organizations. Examples of the type of data needed and the organization responsible for its collection is set out in the following table.

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DATA NEEDED FOR EVALUATION		
Type of Data	Responsibility	Performance Measures
Employment	Employer	<ul style="list-style-type: none"> <li>✓ number of positions posted with Aboriginal organizations and Aboriginal media</li> <li>✓ number of Aboriginal people interviewed</li> <li>✓ number of Aboriginal people recruited/their positions</li> <li>✓ number of Aboriginal people promoted/their positions</li> <li>✓ number of Aboriginal people terminated/ their positions</li> <li>✓ number of Aboriginal employees in career development training programs/courses</li> <li>✓ participation in Aboriginal Awareness training</li> </ul>
Training	Training Organization	<ul style="list-style-type: none"> <li>✓ number of Aboriginal people applying for training positions/requested courses</li> <li>✓ number of Aboriginal people accepted for training/coursed selected</li> <li>✓ number of Aboriginal graduates/dropouts</li> <li>✓ number of Aboriginal graduates placed in jobs</li> </ul>
Collective Agreement	Union	<ul style="list-style-type: none"> <li>✓ Assistance and services provided by union to Aboriginal employees</li> <li>✓ Aboriginal people in apprenticeships</li> <li>✓ Aboriginal people recruited into union jobs</li> <li>✓ Aboriginal people laid off from union jobs</li> </ul>
Procurement	Employer	<ul style="list-style-type: none"> <li>✓ total outsourcing of goods and services</li> <li>✓ purchases from Aboriginal suppliers and contractors</li> <li>✓ number of Aboriginal suppliers assisted by organization</li> </ul>

## 5.3 Annual Review

On an annual basis, each Committee should review its initiatives against the goals, objectives and targets set. This review should provide indications of what is working; what initiatives are achieving results; what those results are; what changes or new initiatives are required; and how these new initiatives should be implemented.

The annual review needs to be followed up with a specific plan of action to fine tune both short term and long term initiatives. This plan could address:

- fine tuning the operational goals and objectives
- identifying specific ongoing and new initiatives to be taken by each stakeholder to implement their role in the strategy
- identifying ongoing resource needs
- undertaking any necessary fine tuning to the strategy

## 5.4 Periodic Evaluation

A periodic evaluation of the strategy should be undertaken every 3-5 years. It could address:

- progress achieved in attaining goals, objectives and targets
- identification of problem areas and initiatives that did not work
- recommendations for modifications to the strategy
- suggestions for changes to future action plans

## III. RESOURCES



# A PRACTICAL GUIDE TO IMPLEMENTING ABORIGINAL EMPLOYMENT PARTNERSHIPS

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## III. RESOURCES

### 1. AWPI SPECIALISTS AND COORDINATORS\*

Current list available at [www.awpi.gc.ca](http://www.awpi.gc.ca)  
or by calling 1-800-567-9604.

### 2. PROVINCIAL PARTNERSHIP PROGRAMS\*

#### Ontario

##### **WORKING PARTNERSHIPS PROGRAM**

Contact: Ontario Native Affairs Secretariat  
Manager, Business and Economic Development Unit  
Tel: (416) 326-4740

#### British Columbia

##### **ABORIGINAL EMPLOYMENT PARTNERSHIP INITIATIVE**

Contact: Ministry of Community, Aboriginal and  
Women's Services  
Tel: (250) 387-4089

#### Saskatchewan

##### **ABORIGINAL EMPLOYMENT DEVELOPMENT PROGRAM**

Contact: Government Relations and Aboriginal Affairs  
Tel: (306) 787-6265

### 3. TOOLKITS, GUIDES AND WORKBOOKS

**AWPI Employer Toolkit**  
DIAND (1998)

**National Aboriginal Workplace Strategy: Workbook**  
Congress of Aboriginal Peoples (January 2003)

**Flying Together: A Partnership Guidebook**  
Flo Frank, CANDO, Edmonton (1999)

**The Power of Partnerships: New Opportunities  
for Aboriginal Peoples and Ontario Business**  
Ontario Native Affairs Secretariat (2001)

**Aboriginal Rights Resource Tool Kit**  
Canadian Labour Congress (2003)

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For more information consult the AWPI website at  
[www.awpi.gc.ca](http://www.awpi.gc.ca) or call 1-800-567-9604.

\* Other Partnership Programs may be available.