

Athabasca University  Master of Arts - Integrated Studies

MYTHS AND MISCONCEPTIONS TRAINING MODULES:  
MEETING THE NEEDS OF EMPLOYERS AND FIRST NATIONS, MÉTIS,  
AND ABORIGINAL PEOPLES SEEKING EMPLOYMENT

By

ALANA MORRISSETTE

Integrated Studies Project

submitted to Ursule Critoph

in partial fulfillment of the requirements for the degree of

Master of Arts – Integrated Studies

Athabasca, Alberta

July, 2010

## **Abstract**

Saskatchewan's competitive labour market has employers understanding the importance of recruiting, retaining, and developing individuals with valued skills and abilities that match their needs. A potentially powerful group of peoples that could replenish the human capital in Saskatchewan are First Nations and Métis peoples. First Nations and Métis peoples have demographic strengths that offer great potential for Saskatchewan, but there are some major challenges to achieving this goal such as low labour force participation and low educational attainment. This paper aims to outline the potential these people have to strengthen the Saskatchewan labour force and provide an outline for *Myths and Misconceptions Modules* for employers and others to assist in the hiring of First Nations and Métis peoples. These modules are designed to break down barriers and create more inclusive workplaces, and communities. They are a key component for a diverse workforce strategy, and would create greater understanding for a variety of groups and institutions.

## **Key Words**

First Nations and Métis/Aboriginal employment, First Nations and Métis/Aboriginal human resources, First Nations and Métis/Aboriginal labour force, First Nations and Métis/Aboriginal myths, First Nations and Métis/Aboriginal misconceptions, First Nations and Métis/Aboriginal education

## **Acknowledgements**

Thank you to my husband for your unwavering support, commitment and understanding; to my parents for opening my eyes to the beautiful world of acceptance, kindness and love; to my brother and sisters for the great advice along the way and for always challenging me; and to my closest friends for always believing in me and my work. I appreciate all the support throughout the years.

## TABLE OF CONTENTS

INTRODUCTION.....	5
FIRST NATIONS & MÉTIS BACKGROUND & HISTORY.....	6
DEMOGRAPHIC PROFILES .....	10
SASKATCHEWAN LABOUR FORCE PROFILE.....	11
Methodology and Data sources .....	11
Employment & Labour Shortages in Saskatchewan.....	12
First Nations & Métis Profile .....	15
Methodology and Data sources .....	15
Saskatchewan’s Aboriginal Population .....	15
Age Profile .....	17
Regional Profile .....	19
Education Profile.....	24
Off-Reserve Employment Profile .....	27
Education and Employment Relationship.....	30
The Changing Workforce Demographics .....	32
YOUTH PERSPECTIVE .....	33
DIVERSITY IN THE WORKPLACE .....	35
Government Investment.....	37
SASKATCHEWAN PARTNERSHIPS AND PROGRAMS.....	38
The Aboriginal Employment and Development Partnership (AEDP).....	38
The Representative Workforce Strategy (RWS) .....	40
EVOLVING CURRENT AND FUTURE INITIATIVES.....	41
MYTHS & MISCONCEPTION TRAINING .....	42
The Audience .....	43
Elements for Effective Training: .....	44
Desired Outcomes of Module Training.....	46
Module Framework & Content.....	47

Module 1: First Nations and Métis Culture & History .....	47
Module 2: Saskatchewan labour market information (LMI) & Demographics.....	51
Module 3: Company and Organizational Culture, Norms and Expectations .....	53
Module 4: Representative Workforce .....	57
CONCLUSION .....	62

## **INTRODUCTION**

Saskatchewan's economy is forecasted by economic experts, statisticians and major banks alike to expand at a high rate. In order to properly prepare and manage this growth, I will argue that Saskatchewan needs to tap into the full labour market potential including fuller First Nations and Métis labour and education participation and that the future growth and prosperity of Saskatchewan is linked to the success of First Nations and Métis peoples. Closing the education and employment gap between First Nations and Métis people and non-Aboriginal people is an economic and moral imperative for the province. As Saskatchewan continues to grow, it is important that employers, employees, unions, government, and education facilities take an all-inclusive approach to managing employment and labour in this province.

The process of creating a more inclusive labour force has to be a partnered process with full participation from all parties involved. The Government of Saskatchewan and employers have recognized this need and created a variety of programs and incentives for employers to diversify their workplace and to create partnership agreements with First Nations and Métis communities and organizations. These programs and incentives were created to address historically expressed concerns by employers about identifying potential First Nations and Métis employees, especially from reservation communities. According to major employers at the Workforce and Workplace: Strategies for Success conference (June 2009), finding support to bridge relationships is confusing and fragmented. This is why partnership programs, services, and incentives from government agencies are vital to the success of fuller First Nations and Métis participation in the labour force.

There are a number of documented barriers and factors affecting First Nations and Métis participation in the workforce and other factors impeding employers from creating a diverse workplace. One of the major barriers expressed by employers and First

Nations and Métis peoples engaging in these employment relationships are the many myths and misconceptions held by both parties. The Workforce and Workplace: Strategies for Success conference identified the lack of proper training on myths and misconceptions to be the largest gap in the current government programs and incentives. It was said by employers, unions, educational organizations, and First Nations and Métis representatives that in order to facilitate an inclusive Saskatchewan labour force, this type of training is critical. The following paper provides a solid background and understanding for why a fuller inclusion of First Nations and Métis peoples is so critical to the success and growth of this province, and therefore the investment in this training is also crucial. A discussion of the current situation of First Nations and Métis peoples begins with a brief background and historical context followed by a demographic profile and concludes with First Nations and Métis peoples' labour and educational situation in comparison to non-Aboriginals in Saskatchewan. This important information provides an important understanding of the past and current cultural, educational and labour situation Saskatchewan, First Nations and Métis peoples are in. This is followed by a discussion of the needs of employers and others involved in the hiring and placement of First Nations and Métis peoples into workplaces. The *Myths and Misconceptions Modules* outlined towards the end of this paper are a framework and guideline for the training needed.

## **FIRST NATIONS & MÉTIS BACKGROUND & HISTORY**

This brief general history of First Nations and Métis peoples provides a better understanding of what First Nations and Métis peoples have gone through and how this has affected their standard of living, employment status, educational status and relationships with non-Aboriginal peoples today. Understanding the past is key to assessing current situations and planning for the future. Many of these past events have had a heavy influence on the content of the Myths and Misconceptions training modules presented in this paper and they provide great insight into the current

Saskatchewan situation. This section draws significantly from The Encyclopedia of Saskatchewan (2006) by Blair Stonechild and Darren R. Préfontaine. The information provided by this source is generally accepted by scholars and government agents alike and is considered an accurate historical account of Aboriginal people in Saskatchewan. This is an online resource and its content is approved and the Government of Saskatchewan, the University of Regina, the Government of Canada, and the Canadian Plains Research Centre provide funding.

The Aboriginal Peoples of Saskatchewan have lived in this region for over 11,000 years. A long history of established self-sustaining First Nations communities existed prior to European cultures, politics and economics changed the prairie way of life. Saskatchewan First Nations' tribes largely consisted (and still do) of Plains Cree, Saulteaux, Assiniboine, Dakota, Sioux, and Dené. The term 'First Nations' refers to these different tribes and many others that exist in Canada. First Nations and Métis peoples are often lumped together into one group by policy makers and Saskatchewan society in general when in fact there are many cultural, historical, and political differences between them that are still prevalent.

The Hudson's Bay Company (HBC) established its first fur trading post in 1670, which was the beginning of mixed relations such as trading partners, wars, relationships, and socialization between the First Nations and the Europeans. The Métis peoples were mixed-blood offspring of French traders and First Nations women. In the latter part of the 1700s to the latter part of the 1800s, over half of the recorded First Nations peoples died from epidemics. By the mid-1800s Europeans were conducting expeditions, which reduced the need for First Nations' traders. Treaty negotiations began in the mid-late 1800s in now-Ontario, and then moved down to Manitoba, and Saskatchewan. The purpose of these treaties was to arrange land transactions and territory claims. Later these included important labour, mining and taxing agreements.

The famous North-West resistance of 1885, which involved Louis Riel and Gabriel Dumont, was defeated by a federal military force, the Roman Catholic Church, the government and other alliances quickly made examples of 19 Métis and 33 Aboriginals, convicting them of offences related to the uprising.

The social beliefs held by many Canadians were that Aboriginal cultures are inferior and should be replaced with proper Western European culture (Stonechild and Préfontaine, 2006). To implement this assimilation, First Nations children were removed from parents' contact and placed in residential schools. Fourteen residential schools were built in the late 1800s and early 1900s. The schools came with disastrous consequences. Many students died from tuberculosis and other diseases, many reported physical and sexual abuse, others protested the defamation of their culture and religion, and most experienced extreme homesickness and a strict curriculum. Many escaped or came out of the system alienated from both sides (Stonechild & Préfontaine, 2006).

During the settlement period of 1896-1929 Métis peoples were left to live on unused portions of crown land and were known as "Road Allowance People". Despite the marginalization of the Métis peoples, Saskatchewan's Métis peoples served in great proportion in World War I, World War II, and the Korean War.

After WWII there was a significant change in First Nations and Métis policy. The Indian Act was revised in 1951 and First Nations were allowed to leave the reserve but were not allowed to vote until 1960. It was in the early 1960s when the Government of Canada revealed that Saskatchewan's First Nations people were among the most-poverty stricken in Canada. Many First Nations organizations, educational institutions, and political groups have been formed to meet the needs of First Nations and Métis peoples. In the 1980s, the federal and provincial governments acknowledged the First Nations' inherent right to self-government (source). This step was established to



facilitate a shift from government transfer agreement funding to mainstream economic involvement through post-secondary training and employment opportunities. Also, in the mid 1980s, a major shift in the K-12 education curriculum was designed to respect First Nations' cultures, heritage, and rights.

Starting in the 1970s post-secondary educational institutions began to emerge to encourage First Nations and Métis education. Existing institutions include the Saskatchewan Indian Cultural Centre, the First Nations University of Canada, the Saskatchewan Indian Institute of Technologies and the Métis Nation-Government of Saskatchewan established Gabriel Dumont Institute.

Agricultural and hunting practices have been historically an important aspect of First Nations and Métis economic development. This option, however, is not a self-sufficient way of life for most First Nations and Métis peoples on reserve (Stonechild & Préfontaine, 2006). Currently, many peoples living on reserve remain dependent on government transfer payment. Opportunities for employment on reserve remain low and unemployment levels are high although there are some success stories in the midst. The First Nations Bank of Canada, the Sasknative Economic Development Corporation and various smaller corporate ventures has proven successful. Entrepreneurship amongst First Nations and Métis people is growing with over 1,000 band and privately owned businesses. Successful casinos and golf courses have been created which bring in large profits (Stonechild & Préfontaine, 2006).

An enormous amount of change has occurred over the past couple centuries. Saskatchewan is a relatively young province that is still experiencing growing pains and requires constant reflection and innovative policies. The First Nations and Métis populations continue to grow at a high rate in Saskatchewan and are quickly becoming one of the most important segments of the population in terms of labour and employment growth potential. First Nations, Métis, provincial government, federal

government and educational institution relations have been strained in the past but many efforts are being made to work together for a better Saskatchewan. The creation of the First Nations University of Canada in Saskatchewan was a significant collaboration between academics, First Nations and Métis community leaders, the Provincial Government and the Federal Government. The school has been reviewed for corrupt financial practices and the Provincial Government decided to pull funding but after much back and forth, the Federal Government provided \$4 million to keep the school afloat, although the funds will flow through the University of Regina (Graham, 2010) There have been many positive progressive outcomes from recent efforts but there are also many issues to address, which is evident when we observe the current education, labour and employment demographics for First Nations and Métis peoples. The lack of adequate educational and economic basics has been one of the most serious problems affecting First Nations' and Métis standard of life.

## **DEMOGRAPHIC PROFILES**

Demographic profiles give great insight into the realities of Saskatchewan's education, labour and economic circumstances. The following profiles provide useful understanding about current Saskatchewan labour, education and training issues. It provides some ideas on future expectations for the labour force based on current and projected demographics, education and labour trends. This section is intended to give a comprehensive understanding of the Saskatchewan labour market, First Nations and Métis labour participation and the differences and distinctions that exist when comparing different age groups, ethnicities, sex, and regions. This will provide an appreciation for current incentives for fuller First Nations and Métis participation. It will also give context to the need for a comprehensive *Myths and Misconceptions Modules* to solidify employment relationships.

## **SASKATCHEWAN LABOUR FORCE PROFILE**

Demographic trends in Saskatchewan have taken a recent change. Years of young people moving to other provinces, low immigration retention, and low birth rates had resulted in a declining and aging population projection. In 2004, Saskatchewan Trends Monitor projected that populations were fairly stable for a few years but start to decline within a decade (Elliot, 2004). The most recent projection, however, describe a different situation. Saskatchewan's population has fluctuated around the one million mark for decades, but with the recent demographic changes, it is projected that it will increase to 1.1 million by 2013, 1.2 million by 2019, and 1.6 million by 2030. This is an average annual growth rate between now and 2030 of 1.3% (Elliot, 2009).

A reversal in the flow of interprovincial migration are bringing people back to Saskatchewan, increased efforts to attract and retain immigrants combined with the high birth rates among First Nations and Métis peoples has created a positive demographic shift. Assuming that the current trends continue, including the increase in economic activity, and increased labour force participation and achievement of higher educational levels amongst Aboriginal populations, there is a positive outlook for Saskatchewan.

### **Methodology and Data sources**

The information in this *Saskatchewan Labour Force Profile* section is from Statistics Canada, Saskatchewan Trends Monitor, and the Canadian Federation of Independent Business. Statistics Canada provides information regarding the Saskatchewan labour force through the Canadian census (last run in 2006) and a monthly labour force survey (LFS). Saskatchewan Trends Monitor provides projections and analysis based on

information provided by the census or the monthly labour force survey. The CFIB provides vacancy data and information on business owner outlooks.

## **Employment & Labour Shortages in Saskatchewan**

Saskatchewan's growth as a province has created a small boom that is projected to continue. This section highlights this growth, which has created some serious labour shortages. With proper policies, training, and education, many of these labour shortages can be filled by First Nations and Métis peoples.

For almost two years, Saskatchewan has recorded the highest employment gains in Canada and in 2009, had one of the highest year-over-year employment growth rates. There are 526,300 people working in Saskatchewan (June, 2009). Saskatchewan's unemployment rate in May 2010 is sitting at a healthy 5.0%, which is significantly lower than the national average of 8.1%. The unemployment rate is lower for men (4.8%) than women (5.6%) and higher for youth 15-24 (8.9%). Saskatchewan's employment has been trending upward since November 2005 (Statistics Canada, 2010).

The labour shortage is noticeable in Saskatchewan and a quick look at the unfilled job postings and vacancies, despite the recent recession, makes it that much more apparent. According to the CanSask job offices, in 2008 there were an estimated 10,000 to 15,000 job vacancies in Saskatchewan. The 2009 Canadian Federation of Independent Business survey indicated that 84 % of Saskatchewan small business owners felt it would be harder to find employees in the next five years and 64 percent of medium-sized business owners are very concerned about the shortage of qualified labour (Mallett, 2009). In urban centres such as Regina and Saskatoon, unemployment rates were reaching as low as 3% during peak employment months (e.g., the Christmas season) (Labour Force Survey, January to December, 2009).

The trades and the health sector have been affected the most by the shortage (Advanced Education, Employment & Labour Saskatchewan, Summer 2009) The labour shortage has real and direct impacts on families, businesses, educational institutions, and hospitals. For example, the price for work done by skilled trade workers is higher and wait times for health care are longer. There are serious concerns in the health sector with the lack of doctors, nurses and technicians especially in rural areas or smaller communities. All of these labour concerns will become more severe if the current demographic trends continue and the aging population is not countered with a young suitably prepared workforce, especially the First Nations and Métis youth.

In recognition of these labour shortages, the provincial government has committed to addressing this multifaceted issue with various policies and programs. Attending to this issue from many different angles affects First Nations and Métis people and their participation in the labour force. The labour shortage is a short-term crisis that is believed to be a long-term challenge for Saskatchewan because business growth and expansion is impeded if employers are not able to attract the skilled workforce they need. This also affects the abilities of government to invest in future infrastructure as their budgets are simultaneous with current and expected tax dollars. In order to address this issue, the provincial government has committed to create policies and programs that concentrate on the following:

- Investing in employers to provide employee skills training and education
- Enhancing access to employment by building skills and supporting the transition to work.
- Targeting educational and employment opportunities for First Nations and Métis People
- Sustaining labour force growth through excellence in advancing education, innovation and entrepreneurship
- Reducing workforce barriers for women and families

- Providing older workers with greater employment options by eliminating mandatory retirement
- Retaining our youth and increasing immigration

(Barnhart, 2008).

Many of these commitments will directly benefit the First Nations and Métis people because short-term skills, training and education will be more available to them and investments in longer-term educational opportunities will also be addressed. The Government's commitment to facilitate partnerships between employers and First Nations and Métis peoples/communities will help to address disconnects and foster create long-term relationships. Even commitments by the Government to keep older workers from retiring is beneficial in that it offers youth mentoring opportunities, and keeps employers and jobs in Saskatchewan while younger generations prepare to enter those positions.

The Government of Saskatchewan has heavily committed and financed the Saskatchewan Immigrant Nominee Program (SINP). One of the intents of the program is to provide Saskatchewan with skilled labourers to help fill the current labour shortages. The intent of the program is to bring in workers that can immediately fill the skilled positions that the current Saskatchewan population cannot fill. This will not take jobs away from current Saskatchewan residents because they are available jobs that they cannot fill due to labour shortages, educational attainment or experience requirements from the current labour pool. The need to bring in immigrants thereby creating a more culturally, ethnically and socially diverse workforce could also be beneficial to First Nations and Métis peoples. A larger immigrant labour force will create a diverse and more tolerant workforce which could help fuel changes to human resource (HR) strategies and help with social integration. This more tolerant workforce will likely be more sensitive to ethnic diversity within the workforce creating a more

accepting environment for First Nations and Métis peoples. Also, the need for diverse workforce-based HR policies will become more common.

## ***First Nations & Métis Profile***

### **Methodology and Data sources**

The information on Aboriginal populations that follows in this section is from Statistics Canada, which since 1996, have been using the concept of self-identifying for Aboriginal demographic and population purposes. A person is considered Aboriginal if they answer yes to being an Aboriginal person (North American Indian, Métis or Inuit/Eskimo), to being a Treaty Indian or a Registered Indian as defined by the Indian Act of Canada or to being a member of an Indian Band or First Nation.

The data is limited to those living in 'private households' and excludes those in group homes, special care facilities, hotels, correctional facilities, etc. They also exclude the homeless or anyone with no fixed address.

Another form of determining the number of status Indians in Saskatchewan is by reviewing data provided by Indian and Northern Affairs Canada (INAC) for First Nations Funding Agreements. Saskatchewan Health Authorities also provides a count of those covered under Saskatchewan Health as registered Indians.

### **Saskatchewan's Aboriginal Population**

Saskatchewan's First Nations' (self-identified) population increased by 9% in the 2006 census to 141,890. INAC and Saskatchewan Health provide slightly higher counts for First Nations people (123,000 and 104,000). These two statements don't make sense when taken together. Which data is wrong? This is likely due in part to the data

exclusions with the census. We have no other avenues for collecting data on Métis or Inuit people in Saskatchewan but it suffices to say that the numbers provided by the census are likely a conservative count.

First Nations and Métis peoples currently amount to 14% of the Saskatchewan populations. The largest proportion is self-identifies identified as the First Nations, the second is Métis. The following table provides a population comparison from the 2006 and 2001 Census in Saskatchewan by Aboriginal identity

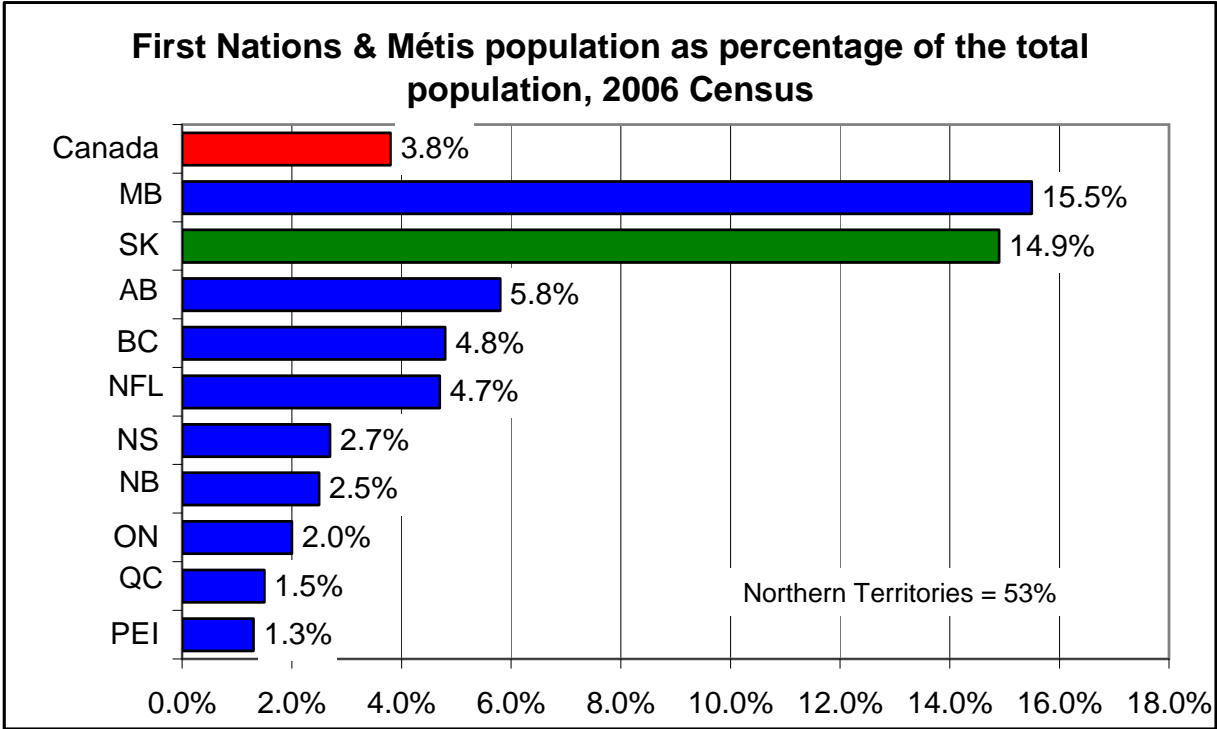
Saskatchewan First Nations and Métis Populations			
	2001	2006	% Change
First Nations: Census	83,745	91,400	9%
First Nations: INAC	n/a	123,000	n/a
First Nations: Saskatchewan Health	n/a	104,000	n/a
Métis: Census	43,695	48,115	10%
Inuit: Census	235	215	-9%
Other Aboriginal: Census (Includes Multiple response and Aboriginal Responses not included elsewhere)	2,515	2,155	-14%
Non-First Nations and Métis: Census	832,960	811,960	-3%
Saskatchewan Total: Census (Totals are subject to rounding errors)	963,155	953,850	-1%

Source: Statistics Canada, 2006

In Saskatchewan, the First Nations' and Métis populations continue to increase (see table above). The First Nations' and Métis population has grown by an average of 2.5% per year over the last ten years whereas the non-Aboriginal population has declined. As seen in the following graph, Saskatchewan has the second highest First Nations'



and Métis population proportionate to the total population. Although the largest proportion of Aboriginal people in Canada live in Manitoba and Saskatchewan, the highest number live in Ontario who have 100,000 more First Nations and Métis peoples compared to Saskatchewan.



Source: Census, 2006

First Nations and Métis populations continue to be younger than non-Aboriginal Saskatchewanians.

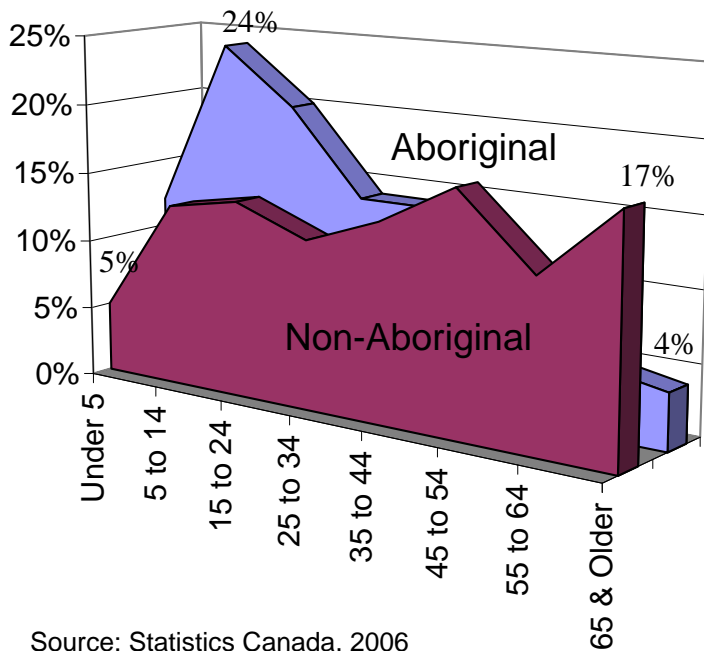
**Age Profile**

The average age of First Nations and Métis peoples is significantly lower than that of non-Aboriginal peoples in Saskatchewan. According to the 2006 census, 47% of the self-identified First Nations and Métis people were in the age group of 0-19. This same age group makes up 24% of the non-Aboriginal population. Saskatchewan recorded the youngest median age of Métis peoples (26 years) compared to all other provinces.

The percentage of First Nations and Métis peoples under the age of 20 in Regina and Saskatoon was 26%, whereas in Prince Albert it was higher at 31% (Statistics Canada, 2006).

The age profile of First Nations and Métis peoples is the opposite of non-Aboriginal populations. The following graph demonstrates how First Nations and Métis populations are proportionately younger compared to the non-Aboriginal population which is proportionately older. Over half of the First Nations and Métis population is under the age of 25 compared to less than a third of the non-Aboriginal population. In contrast, less than a fifth of the First Nations and Métis population are over the age of 45 but almost half of the non-Aboriginal population falls under that older age bracket. The following diagram demonstrates that the Aboriginal peak population is in the younger age brackets and the non-Aboriginal population peaks are in the older age brackets.

Age Comparison 2006



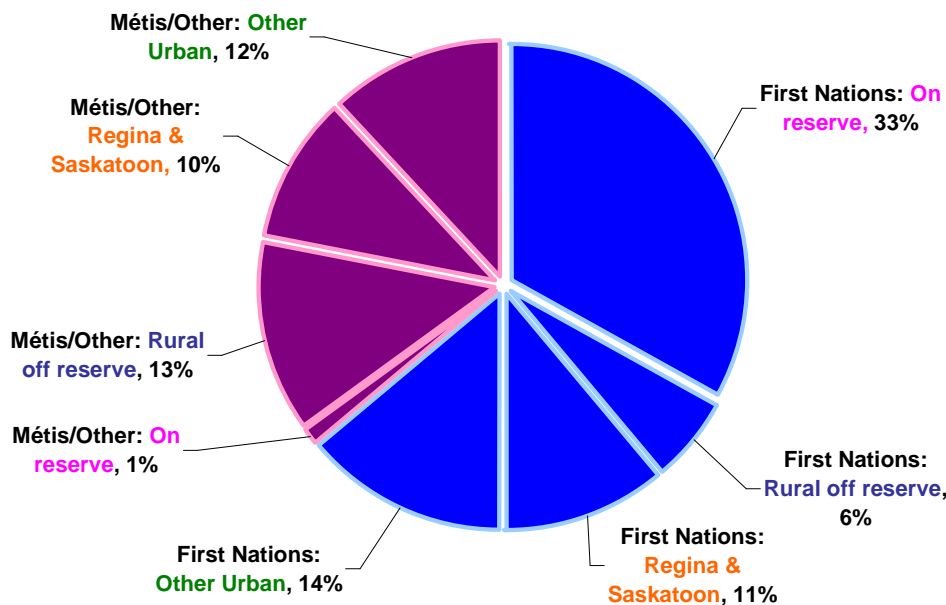
Source: Statistics Canada, 2006

## Regional Profile

Labour market statistics vary greatly by region. The following regional breakdown provides an understanding of where employment is thriving in the province relative to where First Nations and Métis people reside within those regions.

Since First Nations peoples were allowed off reserve, governments have generally encouraged urbanization in pursuit of greater education and employment opportunities. Of 141,890 Saskatchewan residents self-identifying in whole or part as Aboriginal in the 2006 census, 34% lived on reserve, 25% live in urban areas. The following pie chart demonstrates the urban versus rural split for First Nations and Métis peoples.

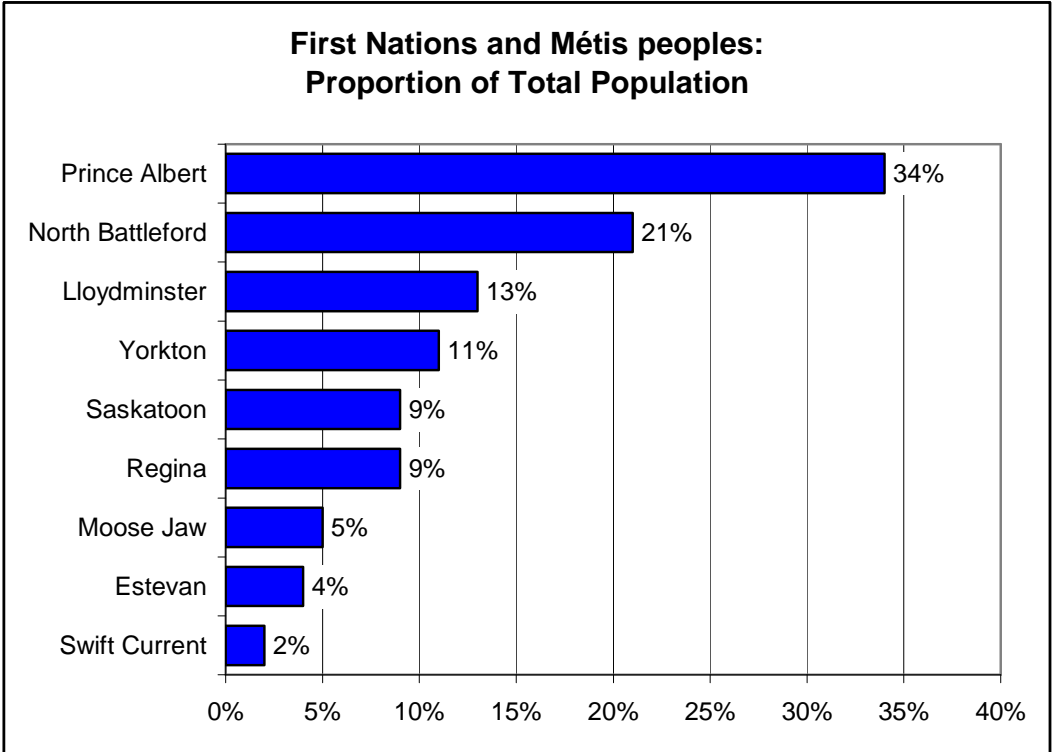
**Aboriginal Identity Population in Saskatchewan:  
Regional Profile**



Source: Statistics Canada, 2006

As can be seen in the graph below, in 2006, 21% of First Nations and Métis people lived in Regina and Saskatoon, which accounts for 9% of each cities total population.

There are other urban centres with higher proportions of First Nations and Métis peoples such as Prince Albert, with 34%, North Battleford with 21%, Lloydminster with 13% and Yorkton with 11%. The fastest growing First Nations and Métis population among Saskatchewan's urban centres is Prince Albert. As seen in the chart below, the northern urban centres have higher proportions of First Nations and Métis people compared to the southern urban centres such as Estevan and Swift Current.

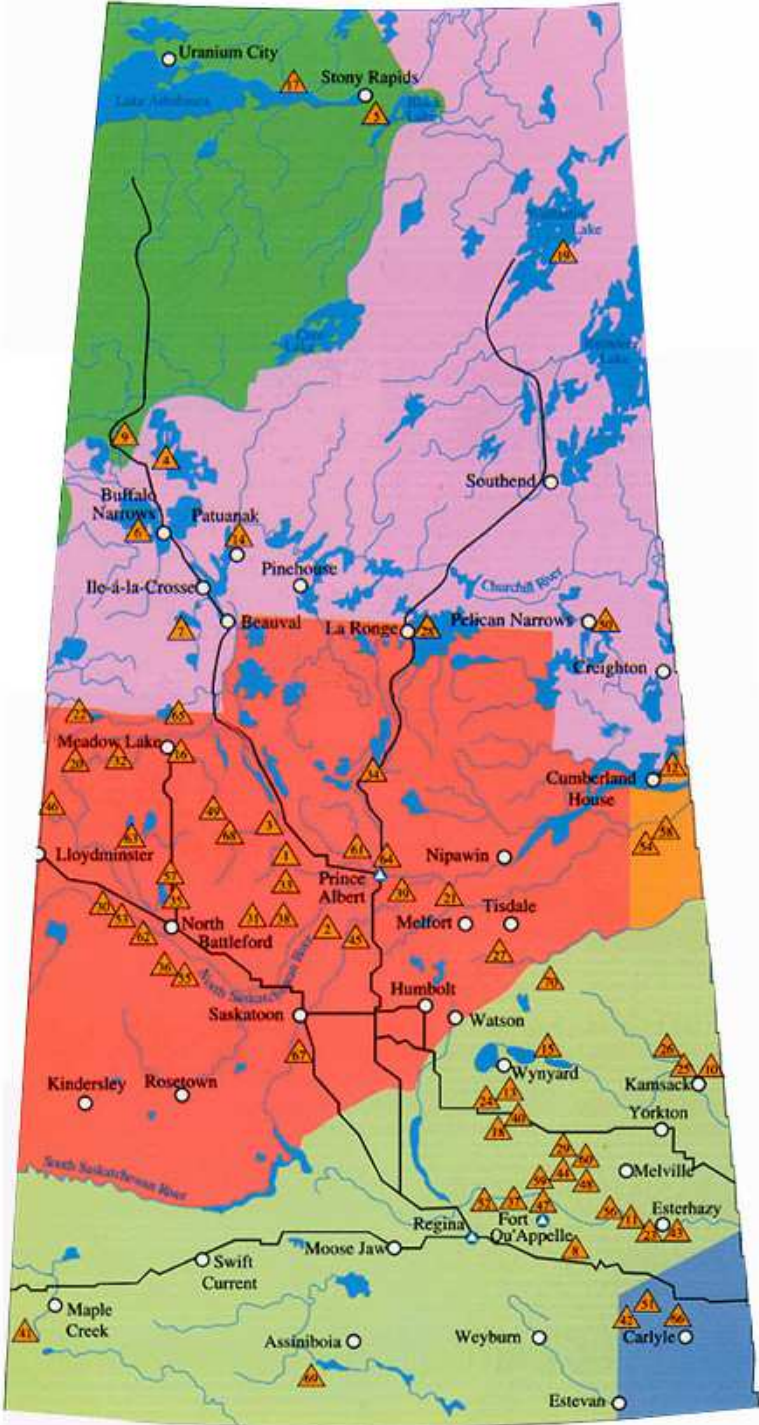


Source: Statistics Canada, 2006

The average annual growth rate from 2001 to 2006 indicates that the fastest growing First Nations and Métis population is rural areas off-reserve (3.4%) and the slowest is on-reserve (0.8%). Also, it should be noted that growth is higher in urban areas outside Regina and Saskatoon (1.2%) (Statistics Canada, 2006).

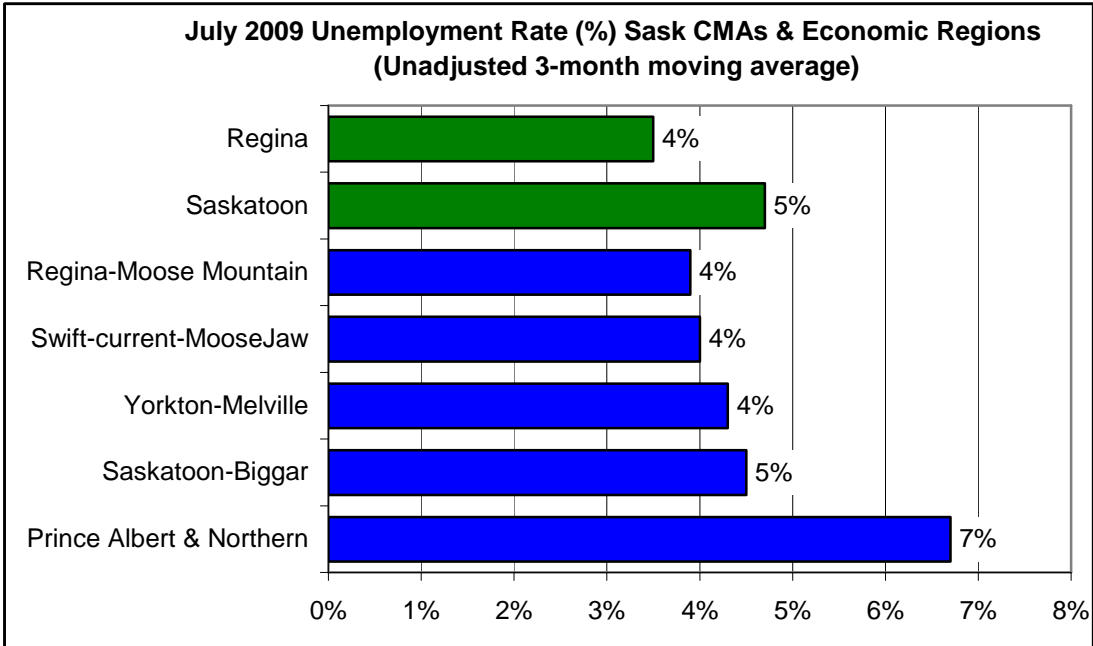
The following is a map of Saskatchewan showing the various reservations (orange triangles) spread throughout the province. As observed, there is a relationship between the concentration of reserves and the urban areas that have a high proportion of First Nations and Métis people living there. There are higher concentrations of reserves around Prince Albert, North Battleford, Lloydminster, and Yorkton and there are also high First Nations and Métis populations in those urban areas. This is an indication of the urbanization that is occurring, where a growing number of First Nations and Métis peoples are moving off the reserve and into the closest urban centre.

# Saskatchewan Urban Centres & First Nations Reserves



Source: Saskatchewan Urban Centres & First Nations Reserves. Courtesy of Indian and Northern Affairs Canada

In July 2009, the Saskatoon Census Metropolitan Area (CMA) unemployment rate was 4.7%, and the Regina CMA unemployment rate was 3.5%. Employment in Saskatoon CMA was 146,600 up by 7,100, (5.1%) and employment in Regina CMA was 118,400 up by 5,200 (4.6%), compared to a year ago. As seen in the following graph, the economic region of Regina-Moose Mountain had the lowest unemployment rate at 3.9%, whereas Prince Albert-Northern had the highest unemployment rate at 6.7%. The highest employment gain occurred in Saskatoon-Biggar, up by 5,900 (3.5%), the lowest employment gain occurred in Prince Albert.



Source: Statistics Canada, 2006

As observed by the regional demographics, the populations with larger proportions of First Nations and Métis people experience higher unemployment rates. Today, one of the largest problems economically, and socially, are the urban pockets of high proportions of First Nations and Métis people accompanied with high crime rates, high gang activity, high incarceration rates, low education rates and low employment rates.

Policy makers have struggled with the right approaches to address these issues. The creation of urban reserves which are urban satellite reserves around Regina, Saskatoon and Prince Albert have provided a unique opportunity for First Nations to participate in urban economies which offer great employment and post-secondary education opportunities. Urban satellites are reserves located either in whole or in part within or adjacent to existing urban municipalities and are governed by Indian Band Councils (Encyclopedia of Saskatchewan, 2006). This allows First Nations and Métis peoples to maintain ties with their reserve while enjoying the benefits of living in a major urban centres. Other initiatives to help First Nations and Métis peoples in urban centres include the many organizations and resources such as the Aboriginal Friendship Centres were created to help improve conditions and offer a variety of resources and support.

## **Education Profile**

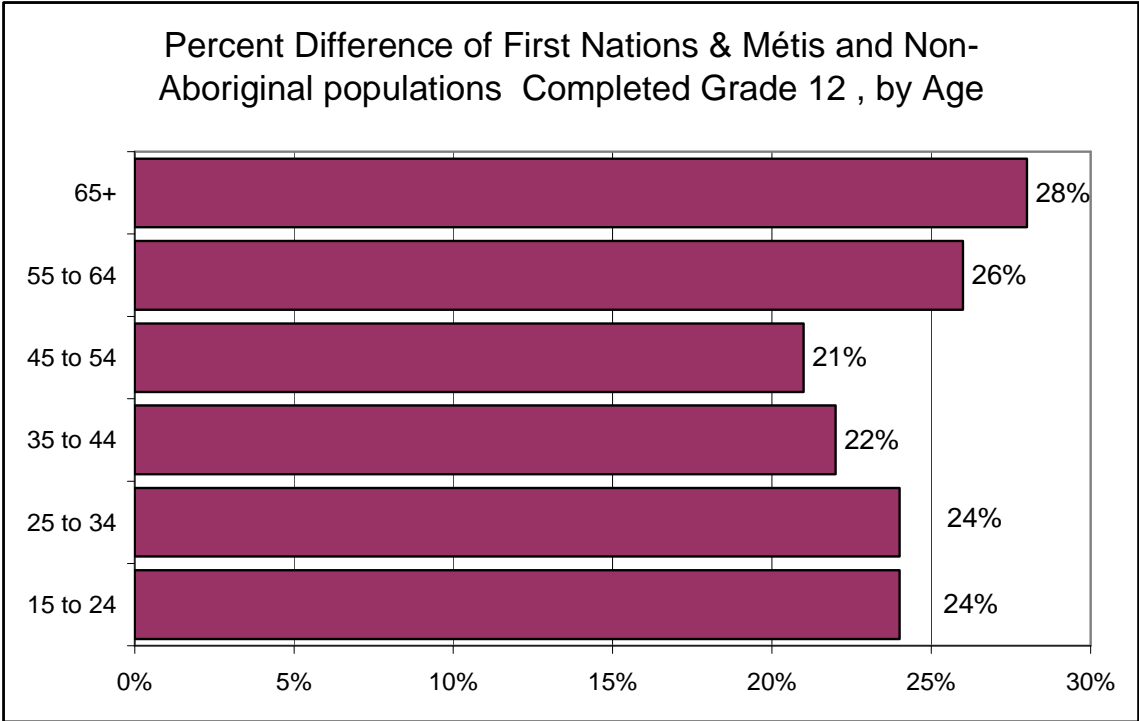
The gap between First Nations and Métis and non First Nations and Métis is widening. The levels of completed education are rising in both the First Nations and Métis population and the non-Aboriginal population in Saskatchewan. The growth rate of the First Nations and Métis population completing education is not as fast as the non-Aboriginal population. From 1996 to 2006, the proportion of adults with a post secondary education increased by 8% for the non-Aboriginal population and by 6% for the Aboriginal population.

Nearly half of the First Nations and Métis population in Saskatchewan have less than a high school education (49%). Of the just under a third (29%), of the population who have a higher than high school education, 23% have a certificate or diploma, 5% have a bachelor degree and 1% have a graduate degree. On-the-job training and other short skills courses are excluded from consideration (Statistics Canada, 2006).



Education levels in Métis adults (15 and older) are higher than that of First Nations. Sixty-one percent of Métis peoples in Saskatchewan have at least a grade 12 education, compared to 44% of the First Nations population. There is still however a significant gap between the Métis and the non-Aboriginal population education levels as 72% of the non-Aboriginal population has at least a grade 12 education.

The education gap between Aboriginal and non-Aboriginals is present at all age levels even among young adults 25 to 44 years old. The following graph represents the percentage differences of population with at least a grade 12 education, according to the 2006 census.

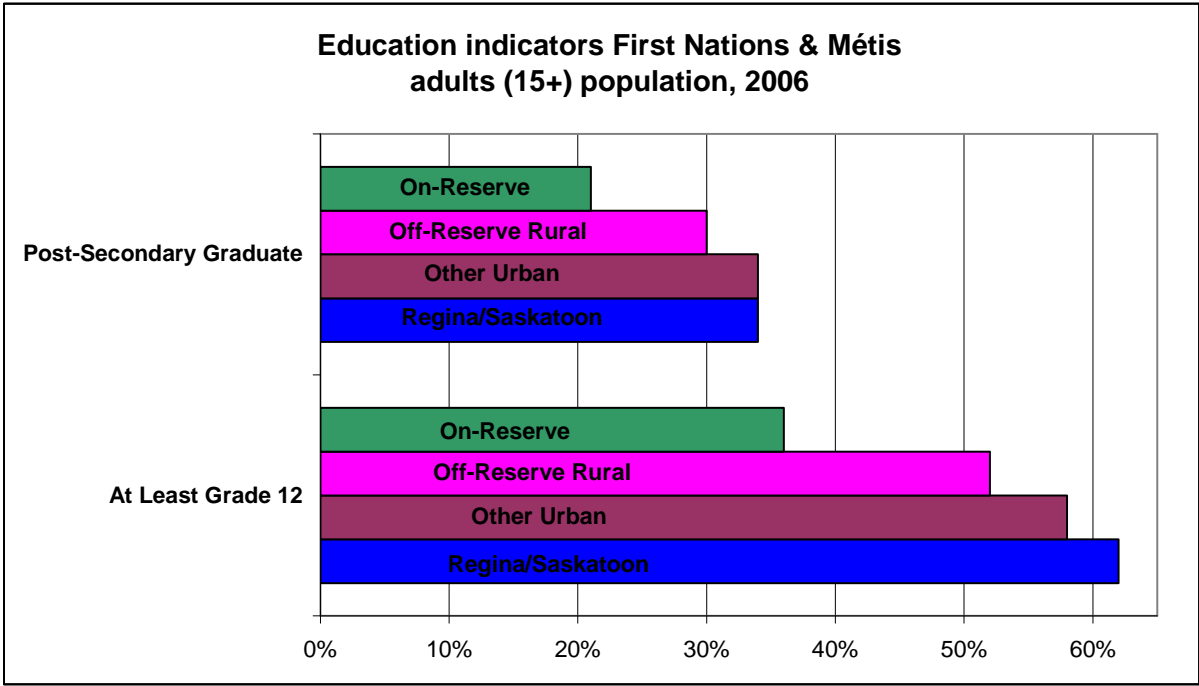


Source: Statistics Canada, 2006

The gap in the proportion who are post-secondary graduates is present at all age groups and is especially pronounced with those aged 25 to 34 with a 25% difference between the First Nations and Métis population compared to non-Aboriginal population.

First Nations and Métis graduates are more likely than the non-Aboriginal population to have an education in law, social sciences, protective services, and transportation services. They are less likely compared to non-Aboriginal graduates to have a post-secondary education in the sciences or health-related fields. Both the First Nations and Métis and non-Aboriginal populations have higher education completion rates among women than men (Statistics Canada, 2006).

Regionally, the highest levels of completed education for First Nations and Métis peoples are in urban areas. Regina and Saskatoon has a 30% higher proportion of First Nations and Métis peoples who have completed at least their grade 12 compared to those living on reserve. As seen in the following graph, the education levels on-reserve is substantially lower than all other locations.



Source: Statistics Canada, 2006

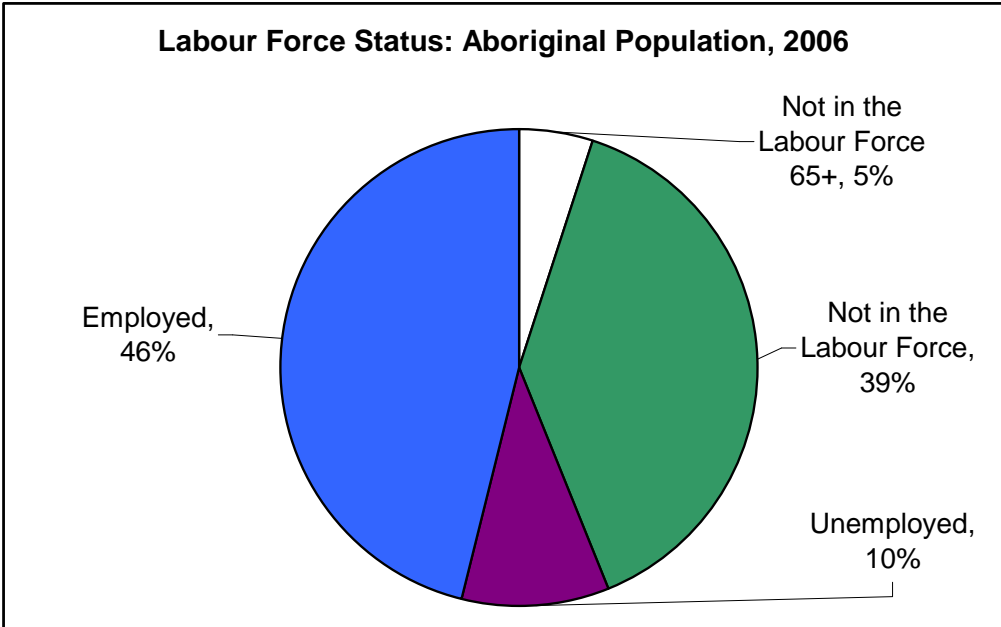
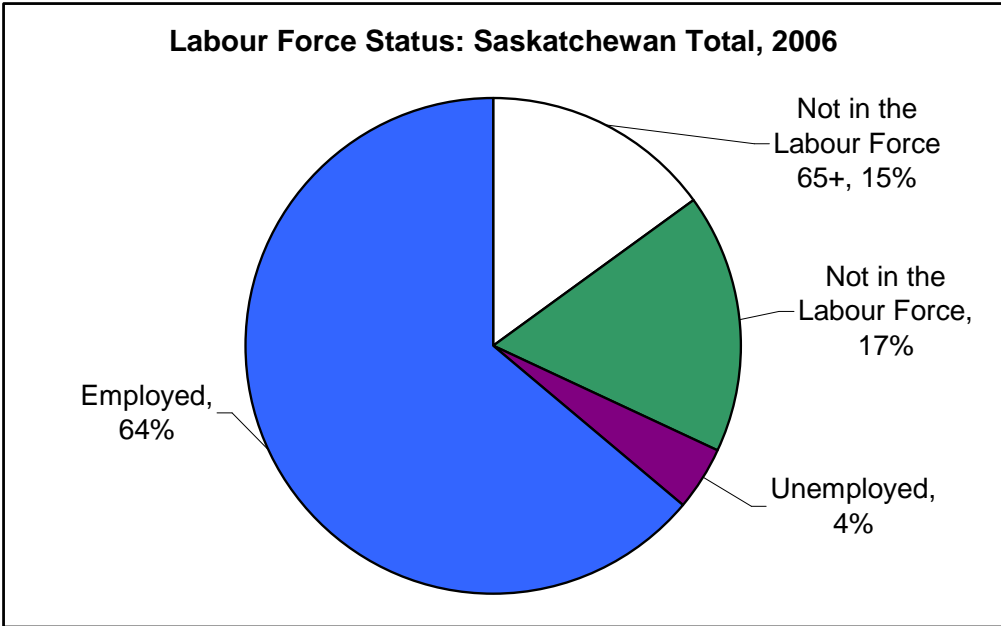
## **Off-Reserve Employment Profile**

Unfortunately, Statistics Canada has not captured on-reserve labour force and employment information in their monthly survey so up-to-date information is limited to First Nations and Métis people living off-reserve. The most current on-reserve information is provided by the 2001 and 2006 census.

The census uses labour market activity in the week prior to the survey to classify adults (15 years+) into one of the three following categories:

1. **Employed:** Those who are working either in a full-time or part-time position, self-employed or in paid work.
2. **Unemployed:** Those who are not working but are actively looking for work and are available for work
3. **Not in the labour Force:** The remainder of the population who does not fall into the categories of 'employed' or 'unemployed'

The following two charts breakdown the Saskatchewan's adult non-Aboriginal and the Aboriginal Saskatchewan adult labour force status in 2006. In comparison to the non-Aboriginal population, the Aboriginal population in 2006 is less likely to be employed, more likely to be unemployed and more likely to be out of the labour force.



Source: Statistics Canada, 2006

The employment rate in Saskatchewan’s non-Aboriginal population has remained steady, increasing from 65% in 1996 to 67% in 2006. The Aboriginal population’s employment rate has increased from 38% in 1996 to 46% in 2006. The employment rate is affected by the availability of jobs and the suitability of the population to the jobs

available (skill levels, education, field of expertise, etc.). The rate also varies by the age distribution of the population. Those aged 65 years and over are less likely to be in the labour force. Although the Aboriginal employment has increased at a higher rate than the non-Aboriginal employment rate, there remains a significant employment rate gap. The employment rate gap between Aboriginal adults went from 27% in 1996 to 21% in 2006.

According to Statistics Canada's 2006 census, Aboriginal and non-Aboriginal employment rates varied greatly depending on the age group. When comparing Aboriginal to non-Aboriginal, the employment rate gap is larger within the younger age groups. The employment rate gap for the age group of 15 to 24 years is 35% and a similar 32% for the 25 to 34 years group. As a comparison, the employment rate gap for those aged 45 to 54 is 24%.

Regionally, employment growth off reserve is higher than on reserve. Aboriginal employment rates on-reserve were 33% in 2006 compared to 53% off-reserve rural. Employment rates were highest in urban centres at 56% in Regina and Saskatoon, and 59% in other urban centres. Of the other urban centres, Estevan had the highest Aboriginal employment rates (78%) followed by Lloydminster (67%).

Total employment rates for Non-First Nations and Métis' aged 15 to 64 is 79%, Métis and others are at 64% whereas First Nations are at 38%. This indicates that the First Nations employment rate is well below the rate of Métis and other as well as the non-Aboriginal population. An interprovincial comparison indicates that Saskatchewan's Aboriginal employment rates are lower than the national average and below neighbouring Alberta and Manitoba (Statistics Canada, 2006).

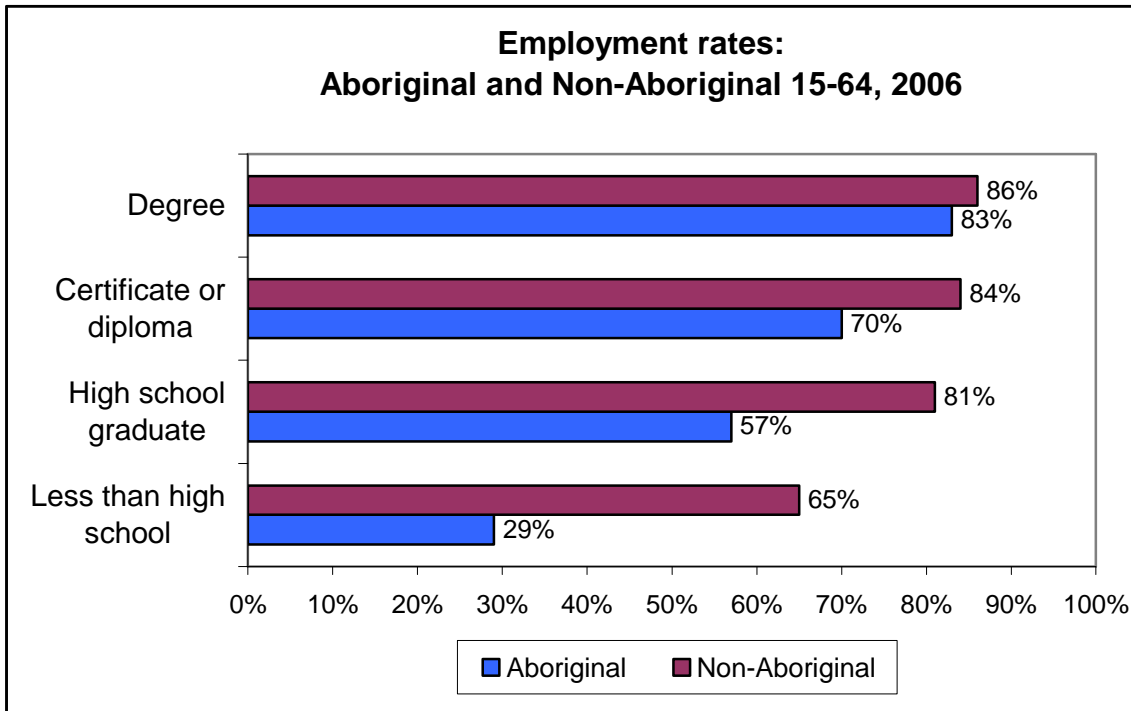
For the past three years, Statistics Canada has been collecting Aboriginal identity data as a part of the regular monthly labour force survey. The survey only collects data for

off-reserve Aboriginal peoples and does not include data from on-reserve population. From 2007 to 2008, the labour force increased by 900 (2.3 % be consistent – either find and replace all % symbols with % or vice-versa) for all First Nations and Métis people living off-reserve (aged 15 and older) compared to 9,800 (2.0 %) for non-Aboriginal people. Employment was up by 700 (2.1 %) compared to 10,000 (2.14 %) for non-Aboriginal people. Unemployment also increased during that time period by 300 (6.3 %) compared to a decrease of 200 (-1.1 %) for non-Aboriginal people (source, date).

Also according to the Labour Force Survey (2007 to 2008) employment increased for First Nations and Métis youth living off-reserve (aged 15-24) by 400 (5.3 %) from 2007 to 2008. This compares to an increase of 1,300 (1.6 %) for non-Aboriginal youth. The labour force also increased by 400 (4.3 %) compared to 1,300 (1.5 %) for non-Aboriginal youth. Unemployment remained unchanged for all youth. Even though youth employment rates for First Nations and Métis peoples have improved, there remains a large gap between them and the non-First Nations and Métis population. The unemployment rate for First Nations and Métis youth was 19.3 % in 2008 compared to 6.5 % for non-Aboriginal youth.

### ***Education and Employment Relationship***

The employment rate gap between Aboriginal and non-Aboriginal adults 15 to 64 years of age is significantly affected by their level of education. The employment gap almost disappears with higher levels of education (university degrees). However, there is still a large gap for those that have less than a university degree. This indicates that education may be a very important factor, but it is not the only factor.



Source: Statistics Canada, 2006

There are a variety of socio-economic factors that affect labour participation rates. Many of these other factors are currently not being measured the same way educational attainment is, therefore the strength of the correlation is speculative. Parental status including unpaid family work, and parenting responsibilities may be a greater factor for First Nations and Métis peoples as they have higher birth rates. Also, young mothers with young children can be a factor. As mentioned, First Nations and Métis peoples are younger than non-Aboriginal peoples and have more children than non-Aboriginal peoples. It may be difficult for these young parents to return to the labour force or further training requirements to re-enter the labour force. There is research backing each of these correlations for non-Aboriginal individuals that you should be referring to.

HR policies can be another potentially strong factor as they can affect who and how people are hired, the internal support factors, and the potential for advancement. If proper HR policies are not implemented that encourage a diverse workforce, it could have a negative effect on First Nations and Métis peoples. The modules within this paper are intended to change some of the perspectives that influence these factors. Internal training to dismantle the myths and misconceptions between First Nations and Métis people can fuel the change for many HR practices and create a more tolerant work environment.

### ***The Changing Workforce Demographics***

This section will discuss how the demographic differences between First Nations and Métis peoples and non-Aboriginal peoples will affect the future of Saskatchewan's labour force. Saskatchewan's workforce will look much different in the coming years. Today's workforce is aging and expected retirements will significantly reduce Saskatchewan's labour supply. The aging workforce is largely a result of the baby boomers getting older and beginning to retire. As the baby boomers set to retire in the near future, employers are looking at the younger generations to take their place in the workforce. The First Nations and Métis population is growing at an unprecedented rate compared to the non-Aboriginal population and is currently making up 15% of Saskatchewan's population (Statistics Canada, 2006).

Employers and governing bodies recognize that a large and increasing proportion of Saskatchewan's youth is comprised of First Nations and Métis people. Within Saskatchewan's First Nations and Métis population, there is a higher proportion of young people. According to the First Nations and Métis Peoples Survey from Statistics Canada, in 2001, 57% of 135,000 First Nations and Métis people in Saskatchewan were under the age of 25. By 2012, it is expected that one in three students in the K-12 system will be of First Nations and Métis descent and an additional 46,000 First Nations and Métis people will be of workforce age. If trends continue, by 2030, First Nations



and Métis populations may account for up to 37% of our Province's school age children (First Nations and Métis Relations, 2008).

These statistics represent the workforce of the future. If this population participates to a fuller extent in the workplace, this could be a great advantage to employers and the quality of life of First Nations and Métis people. A fuller participation of First Nations and Métis peoples in the labour force is essential for the success of Saskatchewan's economic future, and therefore it is necessary to create a tolerant and more diverse working environment. Educating and training people with the *Myths and Misconceptions Modules* is one step to help build a more inclusive workforce.

## **YOUTH PERSPECTIVE**

Due to the large proportion of First Nations and Métis youth in Saskatchewan, they are a key aspect in closing the future employment and education gaps. In a recent survey of First Nations and Métis youth attending the National Aboriginal Career Symposium held in the fall of 2001 in Ottawa, results indicated some interesting findings that should be taken into consideration. The youth respondents were between the ages of 12 to 18 and most were living in Ontario and Quebec. However, Saskatchewan's First Nations and Métis youth are likely to find similar barriers. There was not a statistically significant difference between First Nations and Métis people on-reserve compared to off-reserve so the results in this section are combined.

The survey found that youth are receptive to learning about a wide variety of professions and would prefer to obtain this information through schools, teachers, and relatives. This suggests that youth would be receptive to in-school training for the *Myths and Misconceptions Modules*. Findings from the survey indicated many of the differences between First Nations and Métis and Non-Aboriginal youth perspectives of

employment and education. In part, these are a reflection of cultural differences, access to information, resources and mentors.

Suggestion of a cultural context plays a role in the professions that are the most respected and those that are the least respected. First Nations and Métis youth indicated that they had higher respect for professions such as *Athlete, Arts/Crafts person, Spiritual Leader, Business owner*. Although professions such as spiritual leaders are well respected, it is a profession that not many aspire to do. This however does indicate that they probably would be powerful influences on youth. Building relationships with local spiritual leaders in order to provide education and labour information to their communities could be an important communication route worth exploring.

First Nations and Métis youth indicated the following professions on the bottom of the respect ladder - *factory worker, plumber, casino/bingo worker, truck driver, and miner*. These professions have a high proportion of First Nations and Métis peoples' participation, and the current realistic opportunities based on anticipated education levels indicate those to be the more realistic professions for this segment.

The expectation of First Nations and Métis youth of completing post secondary education changed dramatically as they got older. Over half of youth grades 6-10 indicated they expect to complete University, 18% expect to complete an apprenticeship trade program, and 17% expect to have high school completed. Despite First Nations and Métis youth associating some negative stereotyping and indicating low interest in trade occupations, as the youth get older, the percentage that expect to complete University drops significantly and apprenticeship or trade program increased significantly (Consulbec, 2002).

Eighty-five percent of the First Nations and Métis youth expect to relocate for employment (Consulbec, 2002). This indicates that they do not expect the employment opportunities to be available in their home communities. This finding also demonstrates that youth are willing to be mobile and move where there is a labour need or shortage. The *Myths and Misconceptions Modules* would be an invaluable learning opportunity for youth that want to be apart of the labour force. Many First Nations and Métis youth will have to move if they want to attend an education facility or participate in the labour force. A smoother transition and higher retention possibly could be achieved with the myths and misconceptions training modules.

## **DIVERSITY IN THE WORKPLACE**

In order to achieve higher integration of First Nations and Métis peoples in the labour force, more widely accepted human resource (HR) policies to support diversity in the workplace is critical. The *Myths and Misconceptions Modules* should play an intricate role while creating these HR policies, and should also be presented to employees to aid integration. Employers, employees and First Nations and Métis peoples should understand the wide range of benefits involved in diversifying the workforce and the individual workplace. Research indicates that any minute consequence that come from a diverse workforce subside after a certain level of integration and that more positive outcomes of innovation, creativity, and a wider range of perspectives can outweigh the initial shortcomings (Milliken & Martins, 1996). The *Myths and Misconceptions Modules* can help ease this integration so the workplace can reap the benefits at a faster rate.

As Saskatchewan's cultural and ethnicity make-up becomes more diverse, there is an expectation that the workplace represents and reflects this diversity. There has been increasing political and social pressures on government and employers to diversify their workplaces to be more inclusive and representative. Despite pressures, many employers have not successfully integrated a workplace diversity policy. This may be due to the upfront costs and the variable return on investment. Reaching the benefits

of a diverse workplace depends on the organization's culture and values, especially their sense of social responsibility to the community. Community trust and positive public relations (PR) are great incentives for employers to create a diverse workplace. The upfront costs and challenges are also variable and can be an important factor in creating a diverse workplace. Many barriers and challenges have become evident as employers open their doors and actively recruit First Nations and Métis peoples such as education attainment versus work experience, language barriers, and cultural knowledge.

Research done by the British Association for Women in Policing and the National Black Police Association (2007) unveiled some of the barriers in creating a diverse workplace that are also valid in Saskatchewan and in a wide range of workplaces. Their research showed that there are many misunderstandings and misconceptions from the minority's point of view about the workplace such as:

- The attitude of the current employer is unwelcoming
- There would be a high possibility of segregation within the workforce
- That diversity would not be present at all levels, especially in higher management
- Existing employee may feel resentment due to reverse-discrimination
- Co-workers may feel the reason for hiring was more centred around creating a diverse workplace than adequate skills and abilities
- Organizations are being forced (legally or through social pressure) to diversify and animosity will exist.
- Company customs, activities, and other internal affairs will not be compliant or accepting of the minority group's cultural sensitivities.
- Concerns of assimilation, and losing important cultural characteristics
- Concerns of acceptance and support from their communities, friends and families

This research reveals that the *Myths and Misconceptions Modules* not only need to be apart of the employer and employees during and after adopting a diverse workplace strategy, it also needs to be presented to possible employees.

## **Government Investment**

There are significant economic and social gains in increasing First Nations and Métis participation in the labour force. In 2005 the Saskatchewan Institute of Public Policy completed a study entitled, "*Economic Benefits of Increased First Nations and Métis Employment*". This study suggested a combined potential costs savings to taxpayers of \$501 million annually with a fully representative workforce. This includes cost savings through Social Services, Indian and Northern Affairs Canada, and the corrections and justice systems. Additional costs for health and education were not included. There would also be a significant cost-recovery, as the First Nations and Métis peoples participating in the workforce would pay income tax and other taxes. This could have huge reductions on the dependence of government transfers and could create healthier communities (Ministry of First Nations and Métis Relations, 2009).

The Saskatchewan government recognizes the potential return on investment if labour and educational rates for First Nations and Métis peoples increase. This is why Saskatchewan government committed \$30M in the 2009/10 budgets for programs and services that would directly support First Nations and Métis peoples as they pursue their education and career goals. This is a \$7.5M increase over 2008/09 provincial funding (Wall, Brad et al., 2009). This does not include the wide variety of programs and services that though not specifically allocated to First Nations and Métis people would still be accessible to them. Provincial funding, specialized programs and targeted services are likely to continue if the province feels it has a better handle on this issue. The Government of Saskatchewan can, without difficulty, justify the continuation of high investment in programs and supports for First Nations and Métis peoples if the entrance

and retention rates are increasing. The *Myths and Misconceptions Modules* should be used within all service and programs offered by the government to help increase entrance and retention.

Although many organizations understand the clear business case for diversifying their workplace, there are concerns as well. Many organizations feel there can be substantial economic risks with diversifying their workplace such as a large investment with little return. Employers have also expressed a lack of resources and a disconnect in terms of accessibility to First Nations and Métis communities and potential employees. The Saskatchewan provincial government and the federal government recognize these deterrents and have created grant programs, various economic incentives, and services to bridge relations.

## **SASKATCHEWAN PARTNERSHIPS AND PROGRAMS**

There are a variety of government incentives, programs and services available to aid a fuller participation of First Nations and Métis into the labour force. The Aboriginal Employment and Development Partnership (AEDP) agreements were cut in the 2010/11 budget in April 2010 (Wall, Brad et al., 2009). Despite this setback, the AEDP agreements initiative is included in this section because during its existence it had a significant impact and was well received by employers and First Nations and Métis communities (Wall, Brad et al., 2009). Many of the relationships that were built because of the AEDP will continue informally. The *Myths and Misconceptions Modules* are applicable for many programs and services, but they could have offered particular advantages for the late Aboriginal Employment and Development Partnerships, and the current Representative Workforce Strategy.

### ***The Aboriginal Employment and Development Partnership (AEDP)***

The Government of Saskatchewan and employers recognize the potential of engaging in positive partnerships but expressed a need for guidance and connections to this segment of the population. Recognizing these difficulties, the Ministry of First Nations and Métis Relations (FNMR) took the initiative and started an innovative program approach that would open doors, prepare workplaces, and connect employers with the First Nations and Métis workforce. The AEDP was developed in 1995, an initiative put forth by the Government of Saskatchewan to create formal business relationships between Saskatchewan employers and First Nation and Métis peoples. The initiative aimed to address the high unemployment rates among First Nations and Métis people and to meet the increasing current and anticipated future Saskatchewan labour market shortages.

In June 2009, the Government of Saskatchewan had signed 100 partners into this program. The program provides grants to help support partners in achieving their employment goals. These partners include agreements with public and private sector industry employers, unions, education and training institutions, First Nations and Métis organizations, First Nations and Métis communities, and all orders of government. Together, these employers represented a large number of potential jobs for First Nations and Métis peoples.

The program created partnership agreements with HR policies and commitments from employers to hire First Nations and Métis employees. The program aimed at building long-term relationships with this proactive approach in the hope to begin the process of closing the employment gap, which will become increasingly critical with the future demographic shifts within the province. This relationship could have great benefits for both parties (First Nations and Métis Relations, 2005). The employers in Saskatchewan are experiencing a highly competitive employment environment and are experiencing difficulties attracting and retaining skilled and qualified employees.

## ***The Representative Workforce Strategy (RWS)***

The Representative Workforce Strategy (RWS) was established in 1995 by First Nations and Métis Employment Development Branch officials in partnership with the health sector. Their objective was to have “First Nations and Métis people employed in all classifications at all levels in proportion to their representation in the working age population” (First Nations and Métis Relations, 2009). The formal agreements strategy was to support employment, education and economic development. The RWS has evolved over the past 14 years and brought new partners and collaboration to the program. The program has clearly defined deliverables including:

- Assessing workplace culture, attitudes and management values to ensure that the employer’s policies and practices are giving fair opportunity to all communities;
- Conducting audits on the employers’ skill needs and communicating this with the First Nations and Métis communities;
- Establishing a positive working environment through cultural awareness
- Identifying and addressing specific integration barriers through workforce planning, succession planning initiatives, career path strategizing, and enhancing collective agreement language;
- Developing and implementing workplace initiatives to improve employee support services and working conditions for the retention and successful integration of First Nations and Métis employees; and
- Collaborating and dialoguing with partners that will lead over the long-term to the establishment of fair workplaces and a representative workforce (First Nations and Métis Relations, 2009).

The RWS links the First Nations and Métis community to employers (largely in the health sector) by providing information on skill and education requirements and expectations. First Nations and Métis communities are responsible for preparing



themselves through formal learning and education. They also are responsible for encouraging youth to achieve the maximum knowledge and skills in order to participate in the identified employment and economic opportunities. (First Nations and Métis Relations, 2009).

## **EVOLVING CURRENT AND FUTURE INITIATIVES**

The Government of Saskatchewan recognizes that the employer and community partners, involved in these and other programs, require assistance in achieving a healthy and positive working relationship (First Nations and Métis Relations, 2009). In order to involve the skilled workforce representation of First Nations and Métis peoples, the Government created a checklist of best practices for these programs (First Nations and Métis Relations, 2006). The checklists were monitored for each partner, and the FNMR expects partners to complete each phase of the representative workforce and partnership initiatives. This process aims to retain a fair, open, and accountable goal-oriented process in alignment with the Government's Representative Workforce Strategy.

As discussed and concluded at the Workforce: Workplace Strategies for Success Conference in Saskatoon (June 2-3, 2009), there are some clear elements of the current programs and HR initiatives that need to be added. One of these elements was the need to create modules on myths and misconceptions aimed at educating employers, employees and First Nations and Métis communities on cultural understanding. Evidence of this need was apparent by the multitude of employers, NGO representatives, and recruitment officers who voiced a need for this type of training throughout the seminar.

These modules should not only be adopted by government run programs, but by all employers in Saskatchewan as part of a best practice policy and proactive HR initiative.

However, as a starting point, the RWS program could adopt the *Myths and Misconceptions Modules*. These government and employer partners have a pre-existing commitment that will help jump-start the training module program which can later be extended to other government organizations, educational institutions, non-government organizations, unions and the private sector.

## **MYTHS & MISCONCEPTION TRAINING**

Proper training about cultural and representative workforce myths and misconceptions is an integral transitioning piece that is currently lacking in the partnership agreements and HR strategies. The intention of integrating a more representative workforce will not be as effective without this training. Employers who signed up for the Representative Workforce Strategy (RWS) through the Saskatchewan Ministry of First Nations and Métis Relations (FNMR) were recommended to take First Nations and Métis awareness training. FNMR has recommendations for content and delivery of awareness training (First Nations and Métis Relations, 2005). The recommendations offered have been incorporated into the applicable sections in the *Myths and Misconceptions* training modules. The following *Myths and Misconceptions* training modules are intended as a comprehensive and all inclusive approach to dispelling stereotypes and bias strategies, policies, attitudes and behaviours and goes beyond the awareness training.

A growing number of employers are recognizing the importance of incorporating diversity training into their human resource management training program.

Unfortunately, there are still a great number of employers that do not currently provide diversity training. A recent article published by The Public Management explains diversity training as “the often-forgotten but necessary ingredient of any employment training program” (McLaughlin, 2004, p.1). He explains in his article that often it is training that employers should have but do not recognize they need until it is too later.

At the 2009 Workforce Strategies for Success conference, private, public and non-governmental organization front line workers alike were voicing this same finding.

### ***The Audience***

The myths and misconceptions training should be available to a wide range of audiences. Certain aspects of the modules may be more applicable to certain groups and can be repackaged to create the best combination that meets their needs. These modules should be mandatory for all partners who are participating in the AEDP and RWS initiatives. Previous cultural awareness training that was offered internally within the Government of Saskatchewan was not successful in that they did not receive the number of volunteer participants as they hoped. No publicly available review of the program is available, however there are a variety of reasons as to why a volunteer-based training approach could lack in participation including:

- a lack of awareness of the importance of this form of training;
- lack of awareness of how this training directly relates to the employee and their workplace;
- a lack of management support; and
- Insufficient opportunities for the necessary time away from daily work activities.

Many of these reasons could be dispelled with proper explanation of the training and why it is mandatory. Making the training a compulsory human resource policy will emphasize the importance of it and demonstrate that upper management supports it. Participation in this training should be viewed as an accountability measure that will strengthen the partnerships, create higher retention, and foster a better working environment. Therefore, although the training modules should be mandatory for those engaging in the RWS they should also be highly encouraged and readily available to audiences outside of the RWS. The intent is to foster behavioural and attitudinal changes on a wider scope.

To facilitate the integration of a representative workplace, employers should commit the following groups to the myths and misconceptions training. Each group plays a powerful role in the successful integration and retention of First Nations and Métis people into their workplaces. Each group will offer a different perspective and may want to spend more time focusing on certain aspects of the training. Prior to conducting the training, a brief assessment is recommended. The assessment should include current cultural attitudes, values and beliefs in order to appropriately address any and all aspects that are of importance to the workplace. The following are some examples of specific audiences the *Myths and Misconceptions Modules* would be ideal for:

- Employers partnering in government programs (AEDP/RWS);
- HR professionals in Saskatchewan;
- First Nations and Métis peoples seeking employment;
- Employers finding it difficult to attract employees;
- Union representatives;
- Saskatchewan crown corporations;
- Employees and managers from the Government of Saskatchewan, municipal governments, and the Federal Government operating in Saskatchewan;
- Employees and managers from other public organizations (Royal Canadian Mounted Police and municipal police force members, Public Health staff, etc.);
- Staff from CanSask offices
- Members of, and individuals working with, First Nations and Métis communities;
- First Nation Chiefs and Band Council members; and
- Staff from secondary and post secondary education and training institutions (administration, teachers, guidance councillors, students etc.).

***Elements for Effective Training:***

There are many important elements that create effective training. In consideration of the majority of the audience the format should be based on adult learning principles and provide a variety of participatory learning activities. It is crucial that the information is presented in a way that is appropriate for the audience to learn to the best of their ability. Adult learning principles include:

- Leaving adults to be free to direct themselves;
- Drawing adults' relevant experiences and knowledge;
- Clearly defining goals and objectives for the course;
- Providing solid relevancy and reasoning for the course;
- Explaining how each section is applicable to the audience; and
- Respecting and acknowledging the participants (Lieb, 1991).

Due to the sensitivity of the training content, it is crucial that appropriate terminology be used throughout. Terms should not be taken for granted and the use of terms should be defined and explained. The training should be an example of proper use of terms and appropriate language. A full list of terms should be created once the full content of the modules has been created. Terms such as First Nations, Aboriginal, Indian, Native, and Métis should be defined and clarified.

There should be a low student to trainer ratio. This will ensure a safe environment for trainees to ask questions and for the trainer to apply special emphasis on certain aspects of the training that may be important to that audience. The trainer or a supported competent facilitator should be of First Nations and Métis ancestry in recognition of the importance of personal stories which add depth and meaning to the training. The facilitators must provide a safe, non-threatening and non-judgmental environment for the learner to participate and ask difficult questions (First Nations and Métis Relations, 2005).

The module's delivery and structure are designed to meet the needs of the audiences by using customizable modules. Having a smaller group, an open environment, and a face-to-face facilitator is suggested to maximize learning (First Nations and Métis Relations, 2005). Although the modules were designed for face-to-face training, an electronic version or interactive web-based facilitation of the modules could be created to reach more remote communities in which face-to-face training is not feasible.

The following four distinct models will cover the important aspects of the myths and misconceptions training:

Module 1: First Nations and Métis Culture & History

Module 2: Saskatchewan Labour Market Information & Demographics

Module 3: Company and Organizational Cultures, Norms and Expectations

Module 4: Representative Workforce

In order to ensure the success of the training, an ongoing needs assessment and embracing of suggestions and content change is needed. An assessment of the training with an evaluation tool should be conducted after the training is complete. These findings should be compiled and presented in a summary report on a regular (annual or bi-annual) basis.

### ***Desired Outcomes of Module Training***

The following are the desired outcomes for creating and implementing the myths and misconceptions training modules:

- Foster behavioural and attitudinal change towards First Nations and Métis people in and outside of the workplace;
- Foster behavioural and attitudinal change towards a representative workplace;

- Increase employees understanding of First Nations and Métis people and their unique place in Saskatchewan and Canada's history, which has led to today's challenges and opportunities;
- Increase employees understanding of their role as partners, and why partnerships are desirable for creating a win-win solution with fair and inclusive workplaces; and
- Increase First Nations and Métis peoples' understanding of their role in a representative workforce and in participating in the labour force.

### ***Module Framework & Content***

The following section provides a framework for the four modules that should make-up the *Myths and Misconceptions Modules* some of the content outlines have suggested guidelines or notes. These notes are added suggestions and considerations for when creating the full content of the modules. Many of the outlined content are self-explanatory and do not require special considerations or notes.

### **Module 1: First Nations and Métis Culture & History**

#### **Introduction**

A clear introduction can set the tone for the course and offer the audience an overview of what is to come.

- I. Goals, objectives & desired outcomes of the course
- II. Explanation of why we are here today
  - a. Explanation of the relevancy of the course to the audience
  - b. Outline any applicable partnership agreement
- III. Summary of the course content
- IV. Summary of what participants will learn
- V. Definition of terms

## **First Nations & Métis History in Saskatchewan**

A condensed historical timeline is a time efficient teaching tool. The content should have a balance between First Nations and Métis history. The content will need to address some difficult issues but should end on a positive note that leaves the trainees feeling empowered to make a difference and be a part of the solution. The content should touch on the following subjects:

- VI. Treaties
- VII. Indian Act (1867)
- VIII. Residential schools
- IX. Permit/pass system
- X. Emergence of the Métis nation and later dispersal from Red River
- XI. Road Allowance People
- XII. 1960's scoop
- XIII. Apprehension of large numbers of First Nations children from 1960-1980's)
- XIV. 1969 White Paper
- XV. Policy document proposing to abolish the Indian Act, reject land claims and assimilate First Nations peoples as another ethnic minority instead of a distinct group.
- XVI. Addressing barriers to employment for First Nations and Métis people

After the brief historical timeline, there will be discussion about some of the myths and misconceptions about First Nations and Métis peoples. Most of these myths and misconceptions have direct ties to a misunderstanding of historical context and how it translates to the current facts:

- XVII. Treaty rights affecting taxation
- XVIII. Education
- XIX. Health care
- XX. Land claims



## **Subtle and Blatant Racism**

Blatant racism is still a factor in Saskatchewan's workplaces but as it has become more unacceptable, a subtler form of racism has become more of a factor (Crossen, 2007)

Subtle and blatant racism can damage people, life opportunities, and contaminate the workforce. This section addresses images, and stereotypes as well as the different forms of racism and how they are expressed.

- XXI. Inappropriate comments
- XXII. Disproportionate and unjust reminders (i.e., being on time or meeting deadlines)
- XXIII. Culturally insensitivities
- XXIV. Inappropriate jokes
- XXV. Subtle discriminations
- XXVI. Stereotyping
- XXVII. Being looked over for promotions
- XXVIII. Assigned unpleasant work
- XXIX. Excluded from the "inner circle" of decision making
- XXX. Commonly held stereotypes such as "First Nations and Métis people always come late for work" of "First Nations and Métis peoples make more money because they do not pay taxes"

## **Basic cultural differences**

The western capitalist culture dominates Saskatchewan's political, economic, and social way of life. First Nations and Métis populations have been expected to integrate and participate in this way of life. Canadians put a high value on education and careers, and within our capitalist culture this provides possibilities for a certain standard of life. First Nations and Métis people, in contrast put a high value on other aspects of life such as family and community. This section will give light to some of these fundamental differences, and how it affects the workplace.

Creating cultural competence in the workplace involves an understanding, acceptance, and respect for one's own culture and for that of others. It is the awareness that what we do can and will affect the people we work with, the people we work for and the clients we conduct business with. It is an empowering act that includes learning about another culture, sharing in another's culture, communicating amongst other cultures, and demonstrating the ability to be sensitive and understanding of another culture (Caverley, 2008) Understanding the basic cultural differences, similarities and presumed differences will offer a better understanding of one another and help facilitate positive relations. The themes for this section will include:

- XXXI. Different ways of life
- XXXII. Definitions or understandings of and the values associated with work and education
- XXXIII. First Nations and Métis kinship
- XXXIV. The importance of extended family
- XXXV. The importance of spiritual leaders and elders
- XXXVI. Relationship with the land
- XXXVII. The concept of community and its influence on work and education
- XXXVIII. Family structures
- XXXIX. Definition and explanation of nuclear, extended, and the differences on who is considered an Aunt, Uncle, Mother, Father etc.
  - XL. Cultural and spiritual observances
  - XLI. Cultural sensitivities
  - XLII. Presumed differences and how that affects relations

Understanding cultural differences extend beyond building relationships. Some cultural differences have real effects on the workplace dynamics. For example, because First Nations and Métis people have a wider range of what they consider close family they may want to attend and respect more life events such as wedding or funerals. They may also play special roles in more activities and/or have a higher commitment to

community or spiritual events. The effects of cultural differences will be discussed in this section. It is important to understand that current corporate norms were created and maintained for western European religious, spiritual, community and family cultures and that this may not meet the needs of other cultures.

First Nations and Métis peoples commonly are grouped together. There are different First Nations and Métis cultures that should be acknowledged. A more detailed and in-depth understanding of a particular culture or community may be required if engaging in an employer-employee relationship with them. This section will not encompass all the different First Nations and Métis cultures in Saskatchewan but will offer some insight into which First Nations peoples reside in Saskatchewan. It will also provide some sense of their differences.

### **Communication & Interaction**

Every culture interacts and communicates in a different way. Communication and interaction that is considered 'normal' for one culture may not be the same for another. This section will cover some of the preferences and norms of the different cultures. This can help prevent tension and misunderstandings in the workplace.

XLIII. Language differences

XLIV. Written communication

XLV. Face-to-face communication

XLVI. Nonverbal communication

XLVII. Introductions and greetings

XLVIII. How to communicate (written vs. oral)

XLIX. How to best communicate: when and where

## **Module 2: Saskatchewan labour market information (LMI) & Demographics**

### **Kinds of LMI & Key Resources**

- I. Census
- II. Labour Force Survey
- III. Wage information
- IV. Job postings
- V. Occupational profiles and future outlooks
- VI. Issues identified: LMI gaps
- VII. Representation
- VIII. On-reserve and off-reserve data

### **Saskatchewan Profile**

- IX. Labour force profile
- X. Employment profile
- XI. Labour shortages
- XII. Immigration vs. First Nations and Métis

### **First Nations in Saskatchewan**

- XIII. Population
- XIV. Age Profile
- XV. Regional Profile
- XVI. Geographical restrictions including that many on-reserve First Nations and Métis people are in remote locations and do not have access to education, training and employment services is a significant barrier.
- XVII. Gender Profile:
  - a. Traditional social and systematic barriers affecting women
  - b. First Nations women tend to be among the working poor or the unemployed (Kenny, 2002)
  - c. Women are less likely to be given further training from employers because they are more likely to have part-time or other non-standard employment like seasonal or contract employment (Statistics Canada, Census Data)

- XVIII. Escalating education costs
- XIX. Tendency to have more children

### **Educational Profile**

- XX. Off-Reserve Employment Profile
- XXI. Education and Employment Gaps
- XXII. Changing workforce demographics

### **Access to information**

- XXIII. The importance of communicating the labour needs of the province with First Nations and Métis communities, education facilities and leaders.
- XXIV. Labour Market information needs to be marketed properly so the end users are getting the information they need
- XXV. List of resources will be provided in a hard copy format

## **Module 3: Company and Organizational Culture, Norms and Expectations**

### **Contemporary workplace issues**

These issues will be presented in case studies that will depict various moral and ethical issues or dilemmas in the workplace. This will also go over dispute resolutions, workplace relations, and legal issues surrounding the rights of workers and employers.

### **Program and Partnership Agreements**

The RWS and the former AEDP programs and partnership agreements will be used as an example of a successful business case for responding to the changing demographics of Saskatchewan. This section will include how the *Myths and Misconceptions Modules* fits with the overall implementation of the agreement and why it is a critical part of the RWS.

## **Interview Considerations**

- I. Communication differences – cultural mannerisms, expectations (shaking hands, eye contact etc.)
- II. Being politically correct
- III. What is appropriate to ask/discuss in an interview
- IV. Where to interview

## **Laws**

- V. Current laws around diversity and discrimination
- VI. Saskatchewan Human Rights Code ([www.shrc.gov.sk.ca](http://www.shrc.gov.sk.ca))

## **Relationships**

- VII. Understanding the employer-employee relationships
- VIII. The specifics for contractor-employer relationships
- IX. Employer and employee expectations and legalities
- X. Working in a team dynamic and what that means to all parties involved

## **Holidays**

- XI. Discussing differences in spiritual/religious holidays, working needs, breaks etc.
- XII. Creating language within HR to recognize the role of elders, provide leave for spiritual or special bereavement duties and to accommodate hunting seasons, if applicable.
- XIII. Respecting and celebrating acknowledged days such as National Aboriginal Day on June 21st.

## **Fitting in**

There may be the worry from an employer that the employee will not 'fit in'. It is important for the employer to establish a positive working environment with other staff

members and be a leader in positive change. Facilitating this positive relationship is essential and can be achieved with conscious actions.

XIV. Making work responsibilities, roles and expectations clear

XV. Having co-workers, supervisors, and/or managers take diversity training.

### **Inclusiveness**

XVI. Inviting current employees and new hires the kind of job support they need to work efficiently and effectively

XVII. Inviting different 'world views' and perspectives to the decision making table

XVIII. Showing how organizational culture, management practices and leadership in a workplace can provide a conduit for inclusiveness

XIX. Observing and understanding different values and norms from all parties.

### **Organization / Internal Cultures**

#### **Exploring and defining the following concepts:**

XX. Internal culture and how it affects the workplace

XXI. Organizational culture and how it affects the successfulness of its employees

XXII. Perceptions of leadership

XXIII. Perceptions of the organization

XXIV. Perceptions of management

XXV. Group vs. individual approach

XXVI. Consensual vs. majority rules

XXVII. Group duties and responsibilities vs. Specialized rules

XXVIII. Holistic employee development vs. Organization employee development

XXIX. Elder involvement as advisors and teachers vs. no elder involvement

XXX. Positive perception of the organization from the community standpoint and how it can create a large, diverse applicant pool

## **Creative Organization & Recruitment**

As the labour market is tightening and employees have more and more options, it is important for employers to take a creative and holistic approach in solving their labour issues

- XXXI. Changing structure/job roles to accommodate employer needs and employee skills to best utilize skills and abilities
- XXXII. Educating current workforce, recruiters, educators on your current and expected needs
- XXXIII. Creating alternative hiring arrangements such as work experience programs and hiring contract work

## **Unions**

- XXXIV. Explaining union purpose and functions
- XXXV. Providing a list of the major unions in Saskatchewan (CUPE, SGEU and others)
- XXXVI. Defining the 1980s employment equity plan
- XXXVII. Organizing Aboriginal workers (strategies & barriers)
- XXXVIII. Improving working conditions for First Nations and Métis peoples in the workforce (strategies & barriers)
- XXXIX. Working with and for First Nations and Métis run organizations and institutions
  - XL. Learning from recruitment and First Nations and Métis liaison initiatives
  - XLI. Exploring push-back issues on unions by First Nations and Métis community leaders
  - XLII. Discussing disputes of the jurisdiction rights unions have on reserves, and First Nations and Métis run institutions



## **Module 4: Representative Workforce**

### **Representative workforce and the difference between *Positive Action* and *Positive Discrimination***

*Positive Discrimination* is selecting a less qualified candidate over a more qualified candidate on the basis of being a member of a targeted under represented group. This is an unlawful practice and is commonly confused with *Positive Action*. Positive Action refers to methods designed to counteract the effects of previous discriminatory policies (Gilhooley, 2008)

Creating a representative workforce through positive action differs from positive discrimination in that every person recruited will have reached the necessary recruitment standards, employers are able to take a disproportionate amount of qualified applicants i.e., more First Nations and Métis people, and the action is usually time-limited and only is in effect when there is an under-representation of the particular group.

#### **Business case for a representative workforce**

- I. Ethical business practices
- II. Productivity
- III. Competitive advantage
- IV. Demographic and economic advantages
- V. Capitalizing on new markets
- VI. Gaining community recognition and respect

## **Myths and Misconceptions**

There are many myths and misconceptions about what a representative workforce is and this can affect attitudes in the workplace. Government partnership programs such as the Representative Workforce Strategy (RWS) and the late Aboriginal Employment and Development Partnerships (AEDP) do (and did) not promote designations or quota-based hiring of First Nations and Métis people, nor do (or did) they lower the qualifications and workplace standards when evaluating First Nations and Métis applicants. The AEDP and RWS were designed to prepare the workplace to become a fair and welcoming so that First Nations and Métis people are hired based on skills and merit. Other examples of the misconceptions that should be addressed in this section: list consistency

- VII. Resentment towards new recruits because of the misconception that they were hired based on their ethnicity, not because they deserved the position
- VIII. Fear of reverse discrimination in hiring and promotion
- IX. Improbability of First Nations and Métis peoples being hired

## **Recruitment & Selection Processes**

Employers should review their current HR policies on how they recruit and market for an open position in the company. Current HR hiring initiatives have been criticized for purposely discourage First-Nations and Métis people from applying. HR is encouraged to review the following aspects of the recruitment and hiring processes:

- X. Review the educational and accreditation levels asked for the job to ensure they are reflective of the real job requirements
- XI. Match job requirements to job qualifications and where possible, consider putting less emphasis on formal education and credentials and more emphasis on internal training in order to broaden the applicant pool
  - a. Use of Prior Learning Assessment Recognition (PLAR) to recognize both previous informal & non-formal learning.

- XII. Review hiring policies that encourage nepotism (favouritism granted to friends or family without regard to qualifications)
  - a. This is an especially important question for youth-oriented jobs as networking will continue to affect them into adulthood (Gardecki, 2001)
- XIII. Connect with First Nations and Métis employees to discuss strategies for improving recruitment and networking
- XIV. Connect with local support and network opportunities through partnerships etc.
- XV. Make conscious and determined effort to reach potential First Nations and Métis applicants, i.e. where you place the ad
  - a. Utilizing First Nations and Métis organizations and institutions, advertising job openings in non-traditional sources, and launching major initiatives within First Nations and Métis communities will reach more applicants
- XVI. Create a transparent hiring process and interview assessment system to ensure unbiased assessment and selection decisions
- XVII. Train recruiters, interviewers, and managers
- XVIII. Provide mentorship, internship and networks at the high school and post secondary level to attract them and lead them into positions with intent to mentor into senior positions
- XIX. Showcase your organization to First Nations and Métis job seekers by participating in career fairs and attending workshops
- XX. Create a positive organization image by establishing long-term, proactive relationship builders with employment agencies and job networks used by First Nations and Métis peoples
  - a. Attending community events can be an appropriate way for your organization to build relationships and shed light on your organization
- XXI. Understand legislative adherence to federal and provincial legislations in relation to employment equity and representative workforce provisions such as preferential hiring and designated positions
- XXII. Create a First Nations and Métis liaison officer position

- a. This position can help build relations and partnerships between non-Aboriginal organizations and First Nations and Métis communities
- b. This position would work towards coordinating and building partnerships and ensuring inclusive strategies are implemented from an HR perspective

### **Mentoring**

- XXIII. Two-way mentoring can be an excellent source of support and understanding for both parties involved
- XXIV. Who should be involved in a formalized mentoring program
- XXV. How to review mentoring program success

### **Type of Employment Available**

A perceived restriction of the nature of First Nations and Métis employment can cause serious rifts between all parties involved. A conscious decision on the type of employment such as part-time, full-time, seasonal, entry level, and management jobs that the organization is marketing to First Nations and Métis potential employees should be taken into consideration. If there is a sense amongst potential employees that only lower-level or partial work is being made available to them, this can deter applicants from considering the organization.

### **Managing Expectations**

- XXVI. What the current First Nations and Métis workforce has to offer
- XXVII. Realistic timeframes for meeting objectives for a diverse workforce
- XXVIII. Reviewing previous employment equity plans from the 1980s in Saskatchewan (Going from 2 percent to 7-10 percent by 2000)

### **Funding**

- XXIX. Discuss funding potentials and programs that are available to employers

XXX. Provide some successful partnership stories:

- a. Devon Canada & the EnCana Corporation with the Northern Alberta Institute of Technology, the Métis Nation of Alberta and Keyano College launched “Trades in Motion”, a truck-mounted mobile workshop which provides a trade pre-apprenticeship program and includes work placements
  - i. This is an innovative way to create a diverse workforce and addresses some of the geographical issues with education and training for First Nations and Métis peoples
- b. Syncrude employed over 400 First Nations and Métis peoples and have had an impressive retention rate
  - i. They attribute the success of the program towards positive attitudes for a diverse workplace

### **FAQs related to diversifying the workplace**

The following is a list of frequently asked questions by employees and managers whose organization is engaging in a diverse workforce strategy adapted from Milliken (1996). Organizations should be prepared to answer these questions and take them into consideration when designing their strategy.

1. Will this result in a lowering of standards?
2. What support will be provided for new employees and pre-existing employees?
3. Will promotions be favoured to currently unrepresented groups to create a more diverse management structure?
4. What steps will be taken to prevent superficial diversification and support full integration?
5. If we begin recruiting a hire proportion of First Nations and Métis youth and young adults into the workforce, what does that mean for the non-Aboriginal population?

6. Will First Nations and Métis peoples be paid the same as others with similar education, experience and work responsibility?

## CONCLUSION

As seen throughout the labour, demographic, and educational profiles, the growth and success of Saskatchewan's economy has intensified the need to create a more inclusive workforce with fuller participation of First Nations and Métis peoples. There is an increasing skilled labour shortage in the province and First Nations and Métis peoples are increasingly well positioned to fill this gap. First Nations and Métis education levels and employment has been trending upward and the large youth population relative to non-Aboriginals creates positive future possibilities. However, there remain clear education and employment gaps between First Nations and Métis peoples and non-Aboriginal people.

Government agencies, educational institutions and First Nations and Métis communities have begun to work together in partnerships to facilitate a fuller participation and inclusion of First Nations and Métis peoples in the workplace. Current partners in programs such as RWS and AEDP have expressed that a major barrier to recruitment and retention is a lack of training on myths and misconceptions of First Nations and Métis cultures, of organizational cultures, and of representative workforce strategies.

The *Myths and Misconceptions* training modules presented in this paper offer a framework for educational training modules that should become a common-place human resources practice in Saskatchewan. This training helps to bridge the relationships between First Nations and non-Aboriginal employers, organizations and communities. The modules will educate participants on First Nations and Métis culture and history; Saskatchewan labour market information and demographics; company and organizational cultures, norms and expectations; and on representative workforces.

These training modules are a fundamental piece to an effective and successful inclusive workforce.

## Works cited

Aboriginal Human Resources Development Council of Canada. (2003). *The Cluster Approach to Aboriginal Human Resource Development: Increasing and Accelerating Aboriginal Employment in Canada*. Fifth Annual Champions' Meeting. December 11, 2003.

Aboriginal Human Resource Development Council of Canada. (2005). *Mastering Aboriginal Inclusion*. Seventh Annual Champions' Event. December 5-6, 2005.

Aboriginal Human Resource Development Council of Canada. (2009). *Lessons Learned Booklet 1: Projects, Insights & Perspectives*. Retrieved June 2009.  
[www.ahrdcc.com](http://www.ahrdcc.com)

Advanced Education, Employment & Labour (Government of Saskatchewan). (August 7, 2009). *Saskatchewan Labour Force Report – July 2009*. Retrieved August 2009.  
<http://www.aeel.gov.sk.ca/>

Advanced Education, Employment & Labour (Government of Saskatchewan). (June 26, 2009). *Saskatchewan Population Report – Quarter 1, 2009*. Retrieved August 2009.  
<http://www.aeel.gov.sk.ca/>

Advanced Education, Employment & Labour (Government of Saskatchewan). (Summer, 2009). *Executive Summary – Labour Market Conditions for Trades*. Retrieved October, 2009. <http://www.aeel.gov.sk.ca/2008-labour-market-conditions-for-trades-executive-summary.pdf>

Bougie, Evelyne. (2009). *Aboriginal Peoples Survey, 2006: School Experiences of Off-Reserve First Nations Children aged 6 to 14*. Statistics Canada: Social and Aboriginal Statistics Division. January 2009.

Barnhart, Dr. L. Gordon (Lieutenant Governor of Saskatchewan). (October 22, 2008). *A Stronger Saskatchewan*. Speech from the Throne 2008. Regina, Saskatchewan

Canadian Policy Research Networks. (2009). *Investing in Aboriginal Education Benefits Everyone*. Retrieved December 29, 2009. [www.cprn.org](http://www.cprn.org)

Caverley, Natasha Dr. (2008) *What Works: Effective Policies and Programs for Aboriginal Peoples of Canada*. Turtle Island Consulting Services Inc.

Cardinal, Nathan, & Adin, Emilie. (2005). *An Urban Aboriginal Life: The 2005 Indicators Report on the Quality of Life of Aboriginal People in Greater Vancouver Region*. Centre for Native Policy and Research.



Conference Board of Canada, The. (Winter 2009). *Provincial Outlook Winter 2009: Economic Forecast*.

Consulbec. (March 2002). *Connecting the Dots: A Study of Perceptions, Expectations and Career Choices of Aboriginal Youth*. Kirkland, Québec.

Crossen, Peter (November 2007). *Métisness in Western Workplaces – Identity and Conflict*. University of Athabasca Archives. (MAIS Program). Athabasca, Alberta.

Elliot, Doug. (2008). *The Saskatchewan Labour Force Supply 2008*. Sask Trends Monitor. Regina, Saskatchewan. Retrieved June, 2009.  
<http://www.sasktrends.ca/publications.html>

Elliot, Doug. (November 2004). *Saskatchewan Labour Market Trends 2004 Update*. Sask Trends Monitor. Regina, Saskatchewan. Retrieved June, 2010.  
<http://www.sasktrends.ca/publications.html>

Elliot, Doug. (June 2009). *Selected Characteristics of the Saskatchewan Aboriginal Population*. Sask Trends Monitor. Presented to the Strategies for Success Conference, June 2, 2009. Saskatoon, Saskatchewan.

Encyclopedia of Saskatchewan (2006). *Urban Reserves*. Retrieved June 5, 2010.  
[http://esask.uregina.ca/entry/urban\\_reserves.html](http://esask.uregina.ca/entry/urban_reserves.html)

First Nations and Métis Relations (FNMR). (2005). *Aboriginal Employment Development Program*. Regina, Saskatchewan. Retrieved December 29, 2010.  
[http://docs.google.com/viewer?a=v&q=cache:EMeNZL\\_u\\_c4J:www.fnmr.gov.sk.ca/Default.aspx%3DFDN%3Dc04cb2a4-cf76-40a4-9c65-80e302908c71+AEDP+FNMR&hl=en&gl=ca&pid=bl&srcid=ADGEEESgc5WBFRBoPB2x2JEgHISRxE4gs86le4nVsH\\_ZksxumBtguKjDEj3Hw7H0HZIb-uGo6MztXm9Bu8m12XtYMhI2XCslQGDGiDI2EvZzOoy5G25t-LUb-JH\\_X\\_7sH0O9DzhMHBqTy&sig=AHIEtbRhcJPQYhqe3YVrc8rjA0X1s0m\\_eg](http://docs.google.com/viewer?a=v&q=cache:EMeNZL_u_c4J:www.fnmr.gov.sk.ca/Default.aspx%3DFDN%3Dc04cb2a4-cf76-40a4-9c65-80e302908c71+AEDP+FNMR&hl=en&gl=ca&pid=bl&srcid=ADGEEESgc5WBFRBoPB2x2JEgHISRxE4gs86le4nVsH_ZksxumBtguKjDEj3Hw7H0HZIb-uGo6MztXm9Bu8m12XtYMhI2XCslQGDGiDI2EvZzOoy5G25t-LUb-JH_X_7sH0O9DzhMHBqTy&sig=AHIEtbRhcJPQYhqe3YVrc8rjA0X1s0m_eg)

First Nations and Métis Relations (FNMR). (2006). *Aboriginal Employment Development: Employer of Choice Checklist*. Regina, Saskatchewan. Retrieved December 28, 2009. [www.fnmr.gov.sk.ca](http://www.fnmr.gov.sk.ca)

First Nations and Métis Relations (FNMR). (2009). *The Representative Workforce Strategy: A Results Based Solution*. Regina, Saskatchewan. Retrieved December 28, 2009. <http://www.fnmr.gov.sk.ca/aed/RWS1-Overview.pdf>

First Nations and Métis Relations (FNMR). (2005). *Recommendations for Aboriginal Awareness Training*. Retrieved October 23, 2009.

<http://www.fnmr.gov.sk.ca/adx/asp/adxGetMedia.aspx?DocID=442,114,748,81,1,Documents&MediaID=837&Filename=Recommended+Aboriginal+Awareness+Content.pdf>

First Nations and Métis Relations (FNMR). (2008). *Saskatchewan Aboriginal Peoples: 2006 Census of Canada*. Regina, Saskatchewan. Retrieved December 28, 2009. [www.stats.gov.sk.ca](http://www.stats.gov.sk.ca).

Gardecki, R. M. (August, 2001). *Racial differences in youth employment*. Monthly Labor Review, 51-67.

Gilhooley, Diane (December, 2008). *Positive discrimination and positive action*. Times Higher Education. United Kingdom. Retrieved February 23, 2010. <http://www.timeshighereducation.co.uk/story.asp?storyCode=404799&sectioncode=26>

Gionet, Linda. (January 2009). *Métis in Canada: Selected findings of the 2006 Census*. Canadian Social Trends (Component of Statistics Canada). Catalogue no. 11-008.

Graham, Jennifer (June 2, 2010). *Troubled First Nations University gets \$4 – million lifeline from Ottawa*. The Globe and Mail. Retrieved June 4, 2010. <http://www.theglobeandmail.com/news/politics/troubled-first-nations-university-gets-4-million-lifeline-from-ottawa/article1590073/>

Hall, Angela (April 8, 2010). *Aboriginal employment pacts valuable: union*. Saskatchewan News Network; Regina Leader-Post. Retrieved April 8, 2010. <http://www.thestarphoenix.com/business/Aboriginal+employment+pacts+valuable+union/2776665/story.html>

Howe, Eric C. (April, 2006). *Saskatchewan with an Aboriginal Majority: Education and Entrepreneurship*. University of Saskatchewan Archives (Department of Economics). Saskatoon, Saskatchewan.

Indian and Northern Affairs Canada: Saskatchewan Region. (2009). *First Nations in Saskatchewan*. Regina, Saskatchewan. Retrieved October 23, 2009. <http://www.ainc-inac.gc.ca/ai/scr/sk/fni/pubs/fnl-eng.asp>

Kapsalis, Costa. (2006). Data Probe Economic Consulting Inc. *Occupational and Skill Parity of Aboriginal Canadians*. Government of Canada.

Klyne, Richard J. (August, 2002). *Employment Barriers and Aboriginal Working Life: Towards A Representative Workplace in Saskatchewan*. University of Athabasca Thesis Archives (MAIS Program). Athabasca, Alberta.

Lieb, Stephen. (Fall 1991). *Principles of Adult Learning*. Arizona Department of Health Services. Retrieved January 20, 2010.

<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/adults-2.htm>

Mallett, Ted (2008). *Business Barometer: Results of December 2008 Survey on SME Business Expectations*. Canadian Federation of Independent Business

Maurice, Vallerie. (April 11, 2005). Multicultural Diversity & Assistant to the Chancellor LSU AgCenter. *How to Recruit and Hire a Diverse Workforce*. Retrieved December 9, 2009. [http://text.lsuagcenter.com/MCMS/RelatedFiles/%7B1860258D-AB34-40A9-9DFF-2A23295C7318%7D/Diverse\\_Workforce.ppt](http://text.lsuagcenter.com/MCMS/RelatedFiles/%7B1860258D-AB34-40A9-9DFF-2A23295C7318%7D/Diverse_Workforce.ppt).

McLaughlin, Bill. (February 13, 2009). *Resource Sector Training to Employment Strategies*. Northlands College. Saskatchewan, Canada.

McLaughlin, John J. (June 1, 2004). *Diversity Training: The often forgotten but necessary ingredient of any employment training program*. Retrieved April 14, 2010. <http://www.thepublicmanager.org/index.aspx>

Mendelson, Michael. (2006). *Aboriginal Peoples and Postsecondary Education in Canada*. The Caledon Institute of Social Policy.

Milliken, F. J., & Martins, L. L. (1996). Searching for common threads: Understanding the multiple effects of diversity in organizational groups. *Academy of Management Review*, 21(2), 402-403.

Moran, Don. (Spring 2006). *Aboriginal Organizing in Saskatchewan: The Experience of CUPE*. Canadian Union of Public Employees. Regina, Saskatchewan, Canada.

Statistic's Canada Labour Force Survey

Statistics Canada's Labour Force Survey has collected data for the off-reserve First Nations and Métis population since June 2004 and is based on three-month moving averages due to the small sample size. The off-reserve First Nations and Métis data should be treated with caution as it has a lower degree of statistical reliability than the data for the entire Province. Disaggregating this data will make it less reliable and should be avoided. Therefore, in this analysis the First Nations and Métis group is treated as a whole and is not disaggregated by status, education, gender, or industry.

Stonechild, Blair. (2006). *Aboriginal Peoples of Saskatchewan*. The Encyclopedia of Saskatchewan. Retrieved December 28, 2009.

[http://esask.uregina.ca/entry/Aboriginal\\_peoplesof\\_saskatchewan.html](http://esask.uregina.ca/entry/Aboriginal_peoplesof_saskatchewan.html)

Wall, Brad & Official Opposition Saskatchewan Party. (2009) *Getting Saskatchewan Back on Track: Addressing Saskatchewan's Labour Shortage*. Retrieved October 14, 2009. [www.skcaucus.com](http://www.skcaucus.com).