



MINING INDUSTRY
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Inuit Workforce Barriers Strategy (IWBS) Study

Final Report

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Submitted by:

Mining Industry Human Resources Council
401-260 Hearst Way
Kanata, ON K2L 3H1

Submitted to:

Employment and Culture Committee (ECC):
Agnico Eagle Mines Limited (AEM)
Kivalliq Inuit Association (KIA)

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Executive Summary

The Inuit Workforce Barriers and Strategies (IWBS) Study was conducted as an element of the Inuit Impact Benefit Agreement (IIBA) between Agnico Eagle Mines (AEM) and the Kivalliq Inuit Association (KIA).

The purpose of the research was to better understand existing barriers and develop potential strategies to support and improve the ability of Inuit to achieve their life goals through attaining and maintaining employment at Agnico Eagle mine sites in the Kivalliq region. The project was directed and governed by the Employment and Culture Committee (ECC) of the IIBA.

The research focused on employment dynamics such as job search, job retention, career progression and post-termination re-entry. The research was conducted between July 2017 and March 2018 and included a comprehensive literature review as well as primary data collection through interviews of AEM representatives, Inuit workers, and stakeholders across the seven Kivalliq communities.

The IWBS study was conducted concurrently with two other projects - the Kivalliq Labour Market Analysis (KLMA) and Socio-Economic Inuit Impacts and Benefits Review (SEIIBR). Data from each of these studies was used to compliment and enhance our understanding of the key challenges and barriers to improving Inuit employment.

The focus of this study is employment related to the AEM Kivalliq mining operations, specifically on those initiatives that can be implemented or supported by Agnico Eagle and its IIBA partner, the KIA.

Key Findings

The following is a summary of the key findings from this research organized into the phases of a traditional human resource management lifecycle:

- There are challenges in attracting workers in a tight local labour market. The main attractors to working full time are financial and personal motivations; however, these attractors are challenged by factors such as earnings-based rent increases and the family impacts of a rotational work schedule. Findings from this study indicate that there is limited awareness of what mining work involves and what employment opportunities there may be.
- The recruitment and hiring processes currently in place at AEM may be creating unintended barriers for Inuit workers. For example, the lengthy Labour Pool process, a limited understanding of particular skills sought by AEM, as well as pragmatic challenges with the recruitment and application processes.

- Once employed, barriers to full Inuit engagement and job satisfaction include language barriers and a perception of cultural disconnect in the workplace.
- Skills gaps and cultural norms concerning career advancement can create barriers, meaning that Inuit employees may need more encouragement to apply for advancement, particularly for supervisory positions. The timeframes and steps required to advance from an entry-level position upward can also pose challenges.
- Turnover is high, including both resignations and dismissals. Some interviewees reported a tendency to resign instead of approaching supervisors or HR to problem-solve the issue that may be affecting availability.
- Confusion around the re-hiring process can result in unmet expectations. The length of time waiting for eligibility and progression on the labour pool list may result in losing out on job candidates who could have been re-hired after leaving for a variety of voluntary or involuntary reasons.

There are a number of strategies that AEM and KIA could consider to positively impact the Inuit workforce. These include:

- Enhancing communication to potential workers and community stakeholders to build greater awareness of employment opportunities and foster a ‘new narrative’ that is more consistent with today’s realities of mining work.
- Addressing selected priority barriers that are the ‘critical pain points’ and root causes that add to costs and create stress for managers and workers. Based on the research findings, these would be absenteeism and lateness; preventable turnover and cultural disconnects in the workplace.
- Foster and capitalize on early successes and quick wins that signal change. Some of the recommended pragmatic actions are already under consideration or in progress, including onsite adult educator(s), increased use of Inuktitut in signage and written materials onsite, and creation of ‘clear language’ versions of company information.
- Develop pilots of innovative approaches that demonstrate recognition that ‘business as usual’ is not sufficient to meet the desired level of Inuit employment, and to show commitment and openness to meaningful change. Build on opportunities created by new mining operations at Meliadine and Amaruq such as implementing new rotation schedules, greater reliance on teams, enhanced pre-employment skills training, accelerated hiring and advancement, and time-limited job shadowing.

Chapter 1: Context and Background

Introduction & Purpose of the Study

In early 2017, the Mining Industry Human Resources Council (MiHR) was contracted to conduct a study on behalf of the Employment and Culture Committee (ECC) supporting the implementation of the Inuit Impacts and Benefits Agreement (IIBA) between Agnico Eagle Mines (AEM) and the Kivalliq Inuit Association (KIA).

The intent of the Inuit Workforce Barriers Strategy (IWBS) Study was “to identify strategies to improve the ability of Inuit to achieve their life goals through engagement in the Agnico Eagle Mines (AEM) Kivalliq^a mining workforce.”^b Efforts to identify barriers to Inuit employment were to focus on aspects that may be preventing interested and eligible individuals from accessing and succeeding in work with AEM or its contractors.

The project sought to accomplish this aim by surveying and interviewing current and former AEM employees, Inuit community members and other stakeholders about employment dynamics such as job search, job retention, career progression and post-termination re-entry.

An understanding of barriers and factors for success was enhanced by considering the context in which these employment dynamics are played out. The IWBS study also considered factors that affect how work contributes to a good life by exploring insights about the attributes and characteristics of individuals, families, communities, the workplace, and the local labour market. These insights were also informed by (and did, in turn, inform) two concurrent studies, the Kivalliq Labour Market Analysis (KLMA) and the Socio-Economic Inuit Impact and Benefits Review (SEIBR).

The research strategy focused on employment related to AEM Kivalliq mining sites, specifically on those initiatives that can be implemented or supported by Agnico Eagle and its IIBA partner the Kivalliq Inuit Association (KIA).

The IWBS Study was an element of the Inuit Impacts and Benefits Agreement (IIBA) between the KIA and AEM. The study was given direction and guidance by the Employment and Culture Committee (ECC) of the IIBA. The KIA and AEM members of the Committee reviewed and approved the project’s research framework, methodologies and findings.

^a The original project scope outlined in the RFP focused solely on the Meliadine operation; it was subsequently expanded to all AEM Kivalliq operations.

^b IWBS Study Request for Proposal, Appendix G: Scope of Work.

IWBS Study Framework and Research Questions

The research questions for the IWBS Study were compiled based on a review of existing research literature in the public domain as well as previously conducted studies with reports provided by AEM and/or KIA.

To maintain the focus on pragmatic and implementable strategies, the key research questions were organized according to the phases in the ‘HR cycle’^c. Within each phase, the secondary research into previous findings was valuable in prioritizing and focusing the questions for the IWBS study.

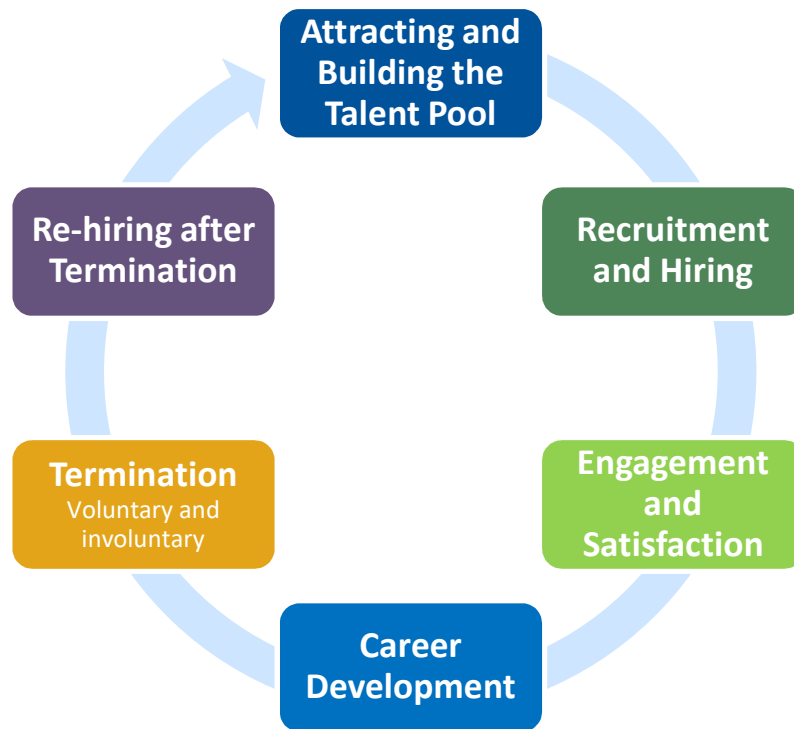


FIGURE 1: HR CYCLE AS THE ORGANIZING FRAMEWORK FOR THE RESEARCH

^c The “HR cycle” is a widely accepted framework used for structuring human resources research, best practices, and program development. While, some variation exists, the model presented here reflects the key topics of interest in the IWBS, such as by including “Re-hiring after Termination” as an explicit step in the cycle.

Chapter 2: The Research Process

Overview of the Study Activities

The IWBS Study is a comprehensive project with a robust methodology and structured implementation process. The key phases and activities of the study were:

- Planning and secondary research;
- Field research;
- Analysis and reporting.

A detailed outline of the study activities is located in Appendix I.

Development of the Methodology for the IWBS Study

The following section describes the methodology used for this study.

Methodological Insights from Previous Research

Applied research conducted with northern populations and communities must be carefully designed and implemented to ensure cultural relevance, engage participation, contribute to positive relationships between company and community, and uncover and accurately reflect new insights.

Based on experiences of previous projects reviewed in the secondary research, as well as consultations with other organizations that had conducted research in the Kivalliq region and Nunavut, several considerations were included in the development of the methodology:

- Research fatigue is a risk.^d
- Response to a survey is often quite low.
- Timeframes to complete data collection in communities can be longer than anticipated. There are frequent weather delays and difficulties in contacting identified participants.
- Some methodologies were more difficult for participants in previous studies. They were less successful in generating consistent and meaningful results.
- The questions and methods must be acceptable to the stakeholders, to support implementation of the resulting recommendations.
- With Inuit participants in the Kivalliq communities, it is critical to have materials available in Inuktitut, with researchers who are fluent in written and spoken English and Inuktitut and who can also adjust to local dialects as required.

^d Illustrated during one of the SEIIBR consultation sessions, when the participants immediately started writing on the posted flip charts without being asked. One participant commented, *“We have been involved with so many workshops already, we are getting ahead of the facilitators”*

Decisions about Primary Research Participants and Methods

The selected primary research approach was to conduct a series of confidential individual interviews with a broad-based sample of people with potentially different perspectives. The goal was to engage people whose perspective would be most useful in understanding the barriers to Inuit employment and creating effective strategies for engagement. There was no expectation that the sample would be statistically representative of the local Inuit population.

Interview insights would be supplemented by reference to additional qualitative information from the concurrent SEIIBR data collection and relevant quantitative data available through the KLMA study (2018).

The research objectives of the interviews were:

- Develop a deeper understanding of employment dynamics such as job search, job retention, career progression and post-termination re-entry that may be preventing interested and eligible individuals from accessing and succeeding in work with AEM or its contractors.
- Identify barriers and constraints to participation including workplace factors and policies, individual and family considerations and cultural influences.
- Identify strategies to improve the ability of Inuit to achieve their life goals through engagement in the Agnico Eagle Kivalliq workforce.
- Solicit ideas on how the IIBA partners (AEM and KIA) can better engage and retain Inuit employees.

The following chart outlines the research populations, the research method deployed and the research topics explored.

Research Populations (Goal was approx. n=85 in total)	Research Method and Key Topics
<ul style="list-style-type: none"> • Current, former or potential employees of AEM or contractors 	<p>1-hour interviews conducted by local Research Assistants</p> <ul style="list-style-type: none"> • Factors affecting interest in full-time paid work • Experience and perceptions of AEM recruitment, hiring, learning & development, and work environment • Factors affecting absence and turnover • Suggestions for actions to improve the ability of Inuit to achieve their life goals through engagement in the AEM workforce
<ul style="list-style-type: none"> • Supervisors / managers, recruiters, HR representatives from AEM and/or contractors 	<p>1-hour fact-finding interviews to be conducted by MiHR researchers</p>

Research Populations (Goal was approx. n=85 in total)	Research Method and Key Topics
	<ul style="list-style-type: none"> • Information about AEM practices and their perceived effectiveness • Experience and perceptions of Inuit success in hiring, learning & development • Impact of absence and turnover • Suggestions and potential strategies
<ul style="list-style-type: none"> • Other community members, including possibly: <ul style="list-style-type: none"> ○ Knowledgeable community members (Elders, KIA representatives, etc.) ○ Local employers ○ Other stakeholders (educators, etc.) 	<p>45-minute individual interviews (in person and/or by telephone) to be conducted by MiHR researchers and/or Research Assistants</p> <ul style="list-style-type: none"> • Community factors affecting interest in full-time paid work • Barriers to readiness and recruitment • Factors affecting absence and turnover • Suggestions and potential strategies

The following chart specifies the specific research questions that were addressed within the study:

HR Cycle - Research Theme	Research Questions
Attracting and Building the Talent Pool	What are the factors that encourage or discourage interested and potentially eligible individuals within various segments of the population from seeking mining-related employment with AEM or its contractors?
Recruitment and Hiring	How well do the characteristics of interested and potentially eligible individuals match identified important characteristics? How effective are the recruitment and hiring processes?
Engagement and Satisfaction	What characteristics of the workplace make a difference in the experience and satisfaction of Inuit workers? What factors influence turnover and absence? How have people reconciled the positive features and the concerns?

HR Cycle - Research Theme	Research Questions
Career Development	What are the factors that either contribute to, or limit, career development? What are the critical gaps and what actions might be helpful? How effective are the development programs?
Termination (Involuntary or Voluntary)	What factors contribute to employment termination (voluntary or involuntary)? Which risk factors are seen to be most important and what might be helpful in minimizing those risk factors?
Re-entering the Workforce after Termination	What are the factors that encourage or discourage Inuit from seeking re-employment with AEM or contractors? What facilitates or hinders successful re-entry into mining related work?

Availability of Additional Data Sources:

SEIIBR Expectations & Perceptions (E&P) Mapping^e

Community-based data collection for the SEIIBR was conducted concurrently with the IWBS interviews. The SEIIBR research methods will be more fully described in the SEIIBR study^f. For the purpose of understanding how these data complement the IWBS primary research, the relevant questions are outlined here.

The SEIIBR discussion sessions explored community members’ expectations and perspectives about the potential impacts of mining operations in the Kivalliq region. Among other topics, the discussions addressed:

- The importance and current satisfaction with the ability of Inuit residing in the Kivalliq region to have long-term stable employment in mining.

^e Socio-Economic Inuit Impacts and Benefits Review (SEIIBR)

^f Brubacher Development Strategies, SEIIBR study (under development)

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- The importance and current satisfaction with the ability of local people to have access to short-term, temporary or seasonal work in mining.
- Areas of greatest concern and most desired outcomes from mining.
- Other impacts potentially arising from employment in mining.

While the focus of the SEIIBR ‘impact discussions’ was not directly on the barriers to Inuit participation in the AEM workplace, participants often provided insights that are relevant to the IWBS research questions. Input from 28 people was available for review during the IWBS project timeframe.

AEM Human Resources Information System Data

AEM provided employment-related information derived from their own employment database.

This data was analyzed within the context of the KLMA. Key findings were incorporated into the IWBS Study to enhance our understanding of the HR cycle. In particular, indicators for the following topics within the ‘HR cycle’ were explored:

- The Recruitment and Hiring process, particularly the AEM Labour Pool List:
 - Numbers of applicants, Work Readiness participants and Site Readiness participants
 - Reasons for declining offers and/or voluntary withdrawals from the Labour Pool List (Inuit)
- Engagement in the workplace:
 - Statistics related to absence rates for both Inuit and Non-Inuit
- The Development and Promotion processes:
 - Numbers of Inuit who participated and completed training
- Termination and Rehiring:
 - Statistical breakdowns of reasons for termination (both voluntary and involuntary)
 - Statistics for rehiring, labour pool eligibility

AEM and KIA Reports to the ECC

Several recent reports from AEM and KIA, including notes from ECC meetings, provide important information on barriers to employment. Useful analyses have already been conducted on important phases of the ‘HR cycle’, including topics such as: recruitment activities via the Labour Pool process; participation in Work Readiness and Site Readiness programs; training investments and completion rates; transfer and promotion numbers; turnover; and re-hiring. These previous findings have been incorporated into this report.

Research literature

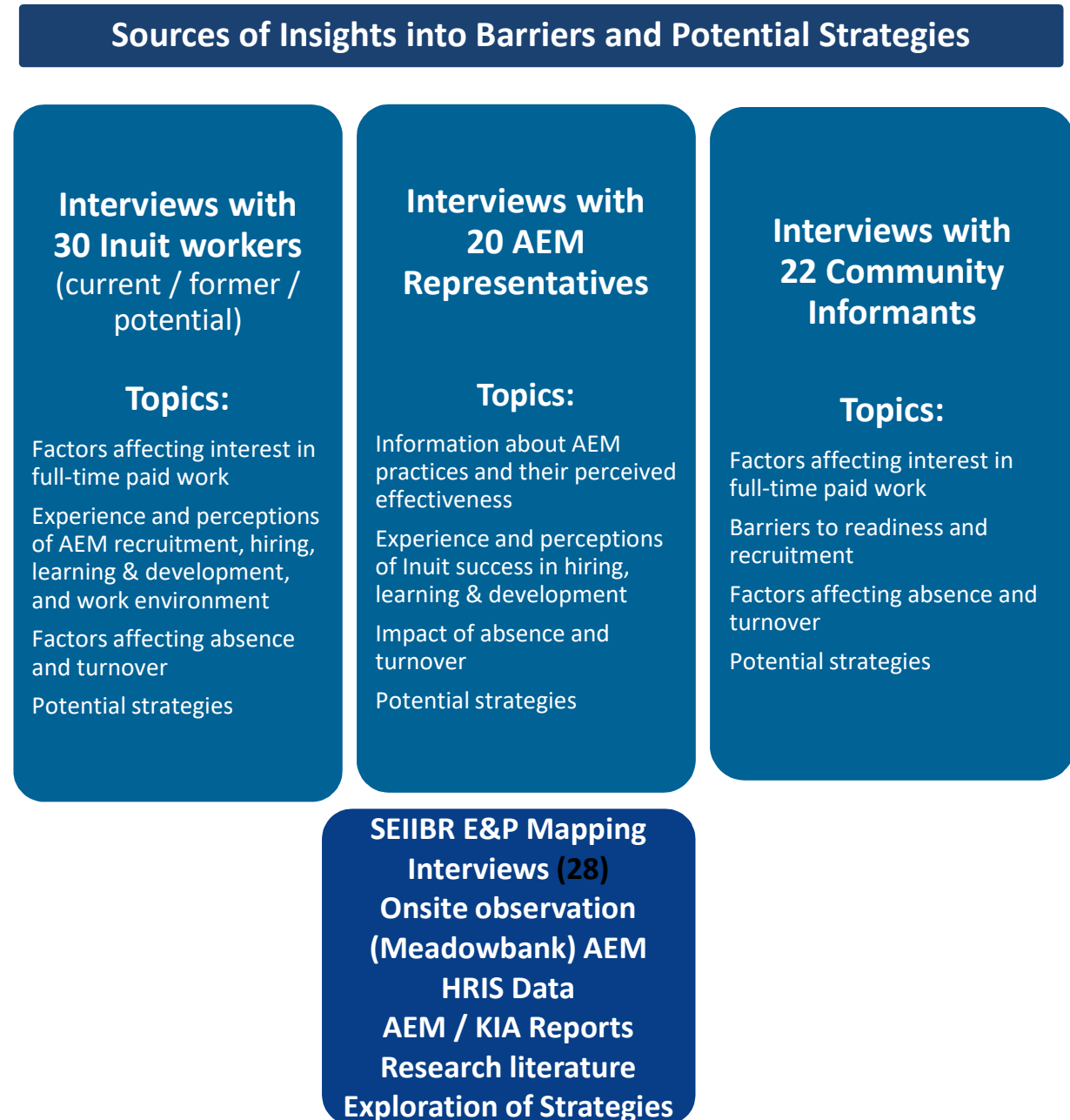
There is a wealth of available research on challenges and successes of Indigenous employment in remote operations of mining and related industries. The IWBS review focused specifically on findings

related to Inuit employment in the north. A bibliography of works consulted is provided at the end of this document.

Exploration of Strategies

Successful strategies for Inuit and other Indigenous employment have been identified and studied through best practices and case studies produced by the Aboriginal Human Resources Council, the Electricity Sector Council, the Mining Industry Human Resources Council, and others. In addition to these sources, interviewees made several suggestions drawn from their own experience at AEM and elsewhere.

The following chart summarizes the primary sources of information used during the IWBS study. In total over 100 people provided insight toward this study.



Chapter 3: Findings on Success and Barriers to Inuit Workplace Participation

This chapter focuses on the research findings related to successes and barriers to Inuit workplace participation at AEM. The findings are presented according to the HR cycle of:

- attracting and building the talent pool;
- recruitment and hiring;
- engagement and satisfaction;
- career development;
- termination; and
- re-hiring after termination.

Attracting and Building the Talent Pool

The nature of the talent pool in the Kivalliq region is the starting point for both the ability of AEM to attract an Inuit workforce, and the ability of Inuit to achieve their life goals through engagement in the AEM workforce. These two complementary goals first require a local labour force in sufficient numbers with the required capabilities and the interest in working in mining.

This section explores the following research question:

- What are the factors that encourage or discourage interested and potentially eligible individuals within various segments of the population from seeking mining-related employment with AEM or its contractors?

Tight, Competitive Labour Market

The Kivalliq Labour Market Analysis (KLMA) highlights signs of a ‘skills mismatch’ and an overall tightness in the regional labour market. Specifically, for occupations requiring only on-the-job training, the local supply is greater than AEM’s demands. For occupations that normally require high school or occupation-specific training, the local supply is estimated to be approximately equal to the AEM demands.

Previous research has consistently documented three challenges faced by the region’s workforce in terms of successfully engaging in mining work:

- low levels of basic skills (literacy, numeracy) and educational attainment;
- work habits (attendance, punctuality) that do not meet the expectations of an industrial workplace;
- limitations in English language skills.

The participants in the IWBS Study generally agreed with these assessments. However, several also expressed the opinion that these issues should not completely prevent people from accessing employment at the mine.

Illustrative Quotes^g

“I fully support beneficiaries who can speak English to look for employment at the mines and would like to see older people being hired too even if they speak only Inuktitut.” - Elder

“One of the big problems I saw was a lot of the people [in a pre-employment readiness program] didn’t really have that much education – they either dropped out of school or didn’t really understand English that well.” - Community stakeholder

“Work readiness is the issue. Even people with education have trouble showing up for work.” – AEM Representative

There are indicators that the ‘tightness’ of the labour market is inconsistent across the seven Kivalliq communities. Previous studies had identified shortages within Baker Lake^h. Current statistics as well as local experience suggests that Rankin Inlet now poses particular challenges. The residents of Rankin Inlet are more actively engaged in employment. According to the 2016 census, almost half of those with any employment income in 2015 were employed full time, full year; in smaller communities such as Chesterfield Inlet or Whale Cove, the proportion was less than one-third. Similarly, the medianⁱ employment income in Rankin Inlet in 2015 was \$44,000, twice as much as in Arviat where the median was \$22,000. AEM as well as other Rankin Inlet employers find it difficult to attract candidates.

Illustrative Quotes

“We have recently suspended our apprenticeship program – we have graduated 15 people in the last 10 years. Every single person that we bring through – the government is poaching. The has 15 unfilled positions.” – Community Stakeholder (Employer)

“It is a very competitive labour market. Agnico cannot compete with the Government. The good people are already hired. Everyone who wants to and can work is working already. Definitely the young, educated ones are all working.” – AEM Representative

Challenges Facing New Entrants to the Labour Market

The KLMA has concluded that recent increases in labour market participation rates have been within age cohorts that are younger or older than the bulk of the labour force. The new entrants tend to be under the age of 30 or over the age of 50. In general, these individuals are joining the labour force but not often finding employment. One group is largely young workers with young families, facing the pragmatic

^g Some quotes have been edited for clarity and to protect confidentiality.

^h Peterson, 2012

ⁱ The median is the value that is at the midpoint of the set of values; i.e., half of the individuals had an employment income above the median and half had an income below the median.

challenge of a rotational work schedule combined with a severe shortage of daycare options. The other group is largely older workers who have been out of school for many years and perhaps with no experience of a structured work environment; they face a challenging transition to the training and work expectations of mining employment.

In addition to these new entrants, the KLMA study emphasized the potential opportunity of a ‘hidden labour force’ within the region. People who have not identified themselves as either employed or unemployed within the census may be working occasionally or seasonally, engaged in the traditional non-wage economy (hunting, fishing, childcare), taking care of their own family, or be uninterested in working at all. Although it is uncertain to what extent they could become attracted to paid work, they certainly represent an important potential source of labour.

The IWBS interviews with Inuit workers explored the factors that led these individuals to pursue full-time paid work with mining. Their responses reflected two broad themes – financial reasons and personal motivations, in approximately equal proportions. This is consistent with findings in previous studies with women in Baker Lake regarding their interest in mining.^j

Financial Considerations

Many workers mentioned that they just ‘wanted a job’. The value of earning money was often related to food security or buying hunting equipment such as ATV’s and snowmobiles. However, several interviewees noted it across all the perspectives that the escalation in rent costs tied to income is seen as a significant disincentive to getting and keeping a job at the mine.

As the Centre for The Study of Living Standards (2016) notes, “This means that as income rises, so does the required rent payment, representing something of a welfare trap. [...] This causes some people taking part in the public housing program to forgo job offers, especially those jobs that increase income only modestly, such as entry-level positions. This is stacked on top of the similar effects of Nunavut’s income support program, which also provides assistance to those under a certain threshold, but is clawed back as income rises.”^k

Illustrative Quotes

“When I first started in 2012 for AEM that was my first full time paid job I ever had. I wanted to work there because I wanted to be able to buy my own hunting equipment like snowmobile, boat.” Inuit Worker

“I see [in my role] that the biggest barrier to keeping a job is as soon as a person starts working their rent scale gets really high and it is discouraging to a lot of people. I know there are many people who would

^j Czyzewski (2016) p26.

^k Centre For The Study Of Living Standards, *Creating Opportunity In Inuit Nunangat: The Crisis In Inuit Education And Labour Market Outcomes*, Ottawa: July 2016, p. 61

like to be employed but cannot afford to pay their rent when it increases as soon as they start working. With this issue we have more unemployed capable people in our community.” - Community Stakeholder

Personal Considerations

Many workers mentioned personal reasons for wanting to have a full-time paid job. These included reasons such as interest in the work itself, helping others / Inuit and self-development / learning. Shortages of daycare in the communities is a barrier to employment in general; concerns about leaving family and the community during the two-week rotation can be a significant disincentive to working in mining, in particular. A housing shortage also makes it difficult for interested individuals to pursue educational upgrading or college programs that could lead to better employment options as the College has very limited housing for students with families.

Illustrative Quotes

“I think [with a full-time job] I could be more open-minded, could do more, learn more skills, and have more control over myself”. Inuit Worker

“I wanted to change career to show my son that it's okay to leave home with work and [also to] be an inspiration to other females.” -Inuit Worker

“Lack of stable homes due to the overcrowding situation means that employees or students are concerned about their families, who might be sharing a two bedroom unit with nine people. It is difficult to take off to go to the mine for two weeks at a time and leave family in this situation.” - Community Stakeholder

“And because of what I have heard about relationships being affected I have discouraged my boys to work at the mine. I am afraid their relationship with their spouse will suffer too.” – SEIIBR Participant

Attracting New Entrants to the Labour Market

The hidden labour force¹ as outlined in the KLMA study, it is helpful to explore the broader context in which individuals make these life decisions of pursuing full-time employment in the wage-based economy or choosing to spend time in other ways. The IWBS research process explored the perspectives of key Influencers such as Elders and educators, as well as the level of understanding of mining work across all of the research groups.

The Perspectives of Career Influencers

Inuit who are considering engaging in the wage-based economy and/or pursuing work in mining will likely be influenced by many people within their families and personal networks. The interviews explored the perspectives of Elders and community stakeholders such as educators and career advisors, in particular. Almost all of these interviewees expressed strong support for people pursuing work in

¹ The hidden labour force refers to those who may be active labour market participants but who have not identified as looking for work.

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mining. Overall, they believe that employment has a positive impact on the individuals and on the community. Elders mentioned benefits such as having funds to buy hunting equipment, building improved skills, and overall having better lives.

The IWBS Study did not include interviews with informal influencers such as family members or friends, nor did it directly ask current or former workers whether they recommend mining to others. However, the 28 participants in the Expectations & Perceptions Mapping for the SEIIBR study provided insights into the perspectives of many community members (to be confirmed as the SEIIBR study is completed). These comments, too, were overwhelmingly positive. A few participants mentioned negative outcomes such as an increase in drug and alcohol abuse, or strained relationships in couples. It seemed that these outcomes were more attributable to the individual and their life choices, rather than to working at the mine. Some participants described the positive impact on specific individuals as a result of gaining full-time employment and often learning new skills.

Illustrative Quotes

“When a person starts working it builds a better relationships amongst family. Having a job puts less strain on other family members when food insecurity is a big issue in the north. [...] When I talk about family relationships I am talking about brothers and sisters, cousins, kinship in general.” - SEIIBR Participant

“Once they can afford to buy the hunting equipment they practice to maintain our cultural traditions using the equipment they purchased themselves.” – SEIIBR Participant

“Although I never supported mining in our region before because of my lack of understanding on what the possible impacts mining in our region would have when AEM first consulting communities, I am pleased that it has had a positive impact with many beneficiaries who are now employed by AEM.” – Elder

“My nephew started his work at the dish pit and worked his way up to driving a haul truck then to operating heavy equipment at the mine. Working at the mine gave him the opportunity to learn new skills that he can use anywhere. He would not have had the chance to learn these skills if there was not the mine.” – SEIIBR Participant

“It is encouraging to see some people from [our community] that work at the mines. I fully support other people to continue to seek for employment at the mines. [...] When someone ends up working full-time it improves his or her lifestyle in many ways.” – Elder

Level of Awareness of Mining and its Opportunities

Previous research^m has concluded that among many Indigenous populations across the north, a limited awareness of the opportunities presented by mining has been a longstanding barrier to greater

^m See MiHR, 2013; Russell, 2013

engagement of the local labour force. The IWBS interviews suggest similarly that the level of awareness is not very high across some groups in the Kivalliq communities.

The majority of workers who were interviewed said they knew almost nothing about mining before they started with AEM; about one quarter said they had limited knowledge. A few workers said they had some familiarity because they had had family members who had worked in mining or in some of the relevant occupations previously (e.g., nickel mine, heavy equipment operations). The mining experiences in particular could have dated from decades ago; the perceptions that were created are likely at odds with today's realities at AEM operations. It is not known how widespread this is, but it is possible that these perceptions, if not corrected or put in context, could create a barrier to attracting potential workers to participating in a wage-based economy based on mining employment.

Only a few of the participating community stakeholders and career influencers said they had actually been to a mine site; about two-thirds of the Elders had never visited an AEM site. In at least one community, Eldersⁿ commented that they felt they had little current information about conditions at the site, about occupations, or about available opportunities for employment. What the Elders have heard from people ranges from positive (usually about a recent experience from close relatives) to negative (usually rumours of harassment and infidelity).

The quarterly community sessions that have been held for the last few years will be reviewed in 2018, recognizing that the sessions seem to be of limited usefulness in prompting applications to the Labour Pool List. The existing requirement for quarterly sessions will be respected; AEM with KIA's input will seek to identify opportunities for different formats and content for presentation delivery^o.

Illustrative Quotes

"It would be great to see people that are from AEM HR that could do regular visits to the communities to talk about the mine and what jobs it has to offer. I know they did regular visits at the beginning of the mine exploration before but we have not seen many AEM personnel visiting our community to continue open communication about the recent activities at the mines since then." –Elder

"I knew a little bit about mining from my grandfather who worked at the nickel mine in Rankin Inlet before and my father travelled to work at Cullaton Lake for mining in the late 70's and early 80's." – Inuit Worker

"Many educators working in this field haven't been underground. My tour of a mine site expanded on what I had generated as a mental picture – relying on second and third hand information. I see this would be very beneficial for people in the region – what it means to work in a mine site – with tours of a mine and introduction to mining employment. It would reduce the apprehension that still exists – despite other efforts of encouragement." – Community Stakeholder (Educator)

ⁿ It should be noted that the analysis to date has been drawn from interviews with Elders in four of the seven Kivalliq communities.

^o See Excerpt of Meeting Minutes, Employment and Culture Committee, ECC #2017-05

Recruitment and Hiring

Recruitment and hiring practices are used to draw workers from the available labour market to fill opportunities and demand for labour at AEM. For hiring of Inuit within the Kivalliq region, Agnico Eagle engages in the following processes:

- advertising employment opportunities, including specific openings as well as a more general Labour Pool List process;
- soliciting applications through an online process;
- maintaining a Labour Pool List from which candidates can be drawn as needed;
- offering Work Readiness training sessions within the Kivalliq communities;
- providing mandatory Site Readiness training sessions at the mine site;
- assessing skills and providing a one-week onsite job trial for candidates with trade experience;
- making an employment offer as openings arise; and
- drawing workers for temporary on-call work from the Labour Pool List.

Within this general context, this section explores the following research question:

- How well do the characteristics of interested and potentially eligible individuals match identified important characteristics? How effective are the recruitment and hiring processes?

Understanding of Hiring Criteria and the Link to Attracting and Building the Talent Pool

The interviews explored participants' understanding of the type of people that AEM was seeking to hire. These often-implicit messages will have an impact on the characteristics of the talent pool. They affect potential workers' decisions about how to best prepare for a career in mining as well as their interest in applying to specific opportunities. Almost regardless of the reality of the actual hiring criteria, perceptions matter.

Workers who were interviewed believe AEM is looking primarily for workers that are hard working, reliable, and team-oriented. Seldom were skills or experience mentioned. A few of the AEM representatives who were interviewed echoed this general perception, highlighting that Agnico will hire anyone who has a good attitude, even if skills are lacking.

The messaging, whether implicit or explicit, that the mine will hire people regardless of skill sets can be a double-edged sword. In one sense, it sends a positive message of opportunity and that a gap in skills such as literacy, educational attainment, or English language skills does not permanently close the door to employment. However, it can also create expectations that are unfulfilled. For example, the ECC has discussed the issue that some Inuit may have felt entitled to employment with AEM by attending an information session, submitting an application and by being an Inuk.

AEM has made significant commitments to being inclusive in offering opportunities to local Inuit. Other than for underground work, criminal records are not checked, removing a significant barrier for many

local residents. Recently, one intake session of Site Readiness was focused on ‘challenged workers’ who had primarily intellectual or mental health challenges.

Illustrative Quotes

“What we’re looking for – doing things without being told over and over; even if the person can’t read and write. As long as they can be responsible. – AEM Representative.

“Quality of hires is the issue. We are dropping the standards, hiring people who will not succeed here. Maybe 2 out of 10 understand and will succeed. [Without proper screening] people snap. -- AEM Representative

“The college system has lowered their standards for a number of contractors on the mine sites. [...] In the certified programs graduation rates were pushed by politicians and then colleges have to reduce standards to reach these goals. Having lower quality candidates creates resentment in the workforce.” – Community Stakeholder (Employer)

“We will employ anyone – in the unskilled workforce, we have to make an effort. We just organize to have turnover, but I wonder what they say when they go back to their community.” – AEM Representative

Barriers in the Recruitment and Hiring Process

The AEM recruitment and hiring process (outlined above) involves multiple steps extending over a time period that can range from a few months to over a year. The steps are not uncommon within the hiring processes of most large employers.

Despite being well intentioned, the process when implemented in the north presents two types of unintended barriers:

- Pragmatic realities that can make it difficult for interested workers to navigate the process successfully; and
- Experiences or misunderstandings that can create negative perceptions about fairness in the system.

Pragmatic Realities

Many of the Inuit workers who interviewed had not participated in the Labour Pool process when they were first hired. They described a variety of ways of being hired prior to the Labour Pool process – some were approached directly, others came through Heavy Equipment Operator training in Morrisburg, a few sent a résumé and were hired directly.

Only a few interviewees had direct experience with the Labour Pool process as their entry point into AEM and had a mix of perspectives.

Some interviewees mentioned that opportunities are primarily advertised online through the website or Facebook. Elders commented that many people who do not use Facebook might not be aware of opportunities that arise. There were suggestions to make wider use of other approaches such as bulletin boards and radio.

Illustrative Quotes

“Never worked with AEM. I did Work Readiness in Sept 2016, they had one here in [community]. I didn't make it to site readiness in April 2017 because of a blizzard. Still waiting.” – Inuit Worker

“I know when my son tried to get a job at AEM; he waited for a long time after he applied for a job so he applied for another job. He ended up working elsewhere because he never heard from the mine for months. This might be part of the problem with getting more Inuit employment at the mine.” –Elder

“The recruitment process is heavy; it is oriented to how Southerners do it.” – AEM Representative

“It was a hard process mainly because someone from AEM would call here, I would miss the call and when I returned the call it was hard to get a hold of someone or if I did reach someone they have already hired someone else on the list so my name would be put to the bottom of the list.” – Inuit Worker

“When AEM advertises job opportunities only a few people know about them. If they do advertise jobs I have never heard of them.” – Elder

Perceptions of the Process

The interviews revealed that there are some concerns about favouritism in the process. Workers themselves did not mention this frequently but influencers including Elders and community stakeholders raised this concern. Previous research has flagged that it is common in the north for personal connections to play a large role in hiring processes. “It is often the case that there are still tight knit groups formed and if an individual does not have the right connections they may never hear of the opportunity.”^p

Other concerns were raised about bias and unfairness in the decision criteria. For example, a barrier that was mentioned by one community stakeholder is that although some entry-level jobs require little to no English (in their perspective), Work Readiness is only offered in English which may create a barrier to completion of the program.

Other interviewees, including a few interviewees who are actively involved in advising and/or attracting potential workers mentioned that all Inuit applicants have to start at entry-level unskilled jobs, and have to go through Work Readiness, regardless of their previous experience and skills. It appears that the actual process for having alternative paths is not well understood, or perhaps candidates with more advanced skills are not well identified early in the process. Candidates with strong skills and experience are flagged during the Site Readiness program and referred to departments for future openings.

^p Russell (2013) pgs. 87-88.

In another example of concern about the current processes, one AEM Representative mentioned that everyone who resigns from AEM would be required to “start at zero” and go through the entire Labour Pool Process again. However, documentation received from the ECC and AEM explains that depending on the person’s history and site experience, this may no longer be required for everyone.

In summary, it appears that improvements that have been made in the recruitment process are not yet widely understood. Old stories continue to shape perceptions and often in a less than positive manner. This can create barriers when individuals with these views are influential on local workers’ decisions about pursuing employment in mining.

Illustrative Quotes

“I would like to see the AEM coordinators and HR be more welcoming and helpful, and respectful to people without nepotism.” –Elder

“A few years ago there was a “Work placement plan” developed with AEM - this was meant to support doing a better job of assessing skills – there have been improvements. [...] There is an upcoming meeting in May (with AEM) to talk about this.” –Community Stakeholder

Effectiveness of the Labour Pool Process, including Work Readiness and Site Readiness

It is evident from AEM data on the Labour Pool that many applicants drop off through the process, particularly at the beginning. For example, data reported to the ECC for the May to August 2017 Work Readiness sessions showed that 408 applicants were contacted yet only 217 accepted the invitation to Work Readiness⁹. There are often delays encountered in offering Work Readiness sessions in the various communities. Some Inuit workers indicated that they are interested primarily in immediate or short-term earnings opportunities. It can be expected that these workers will be more likely to lose interest with lengthy delays. It is possible that this group might represent a significant percentage of the ‘hidden labour market’ identified in the KLMA as an important opportunity for expanding the local labour pool. If so, then accelerating the Labour Pool process and perhaps constructing more short-term opportunities will be critical to engaging them in the wage-based economy. The current KLMA and IWBS studies cannot confirm this but it may be a worthwhile avenue for further exploration.

The success rate with invitations to Site Readiness is significantly higher. In the January to September 2017 time period, only approximately 5% of invitees were unreachable or already working. A few declined due to pregnancy or relocation. As a part of the hiring and placement process, the Site Readiness session provides an opportunity for AEM staff to interview participants and discuss career opportunities beyond short-term work.

AEM has previously reported that supervisors find that “due to the suite of Labour Pool activities, on-call employees are better prepared to cope with the mine employment environment.”[†] One AEM manager

⁹ See Labour Pool Numbers Update -- 2017 Work Readiness And Site Readiness

[†] Government of Nunavut Development Partnership Agreement report for 2016, page 27

did suggest that a two-week Site Readiness program, with more time spent on job shadowing would be preferable. His view was that the current 1 or 2 days of brief exposure to a job or two is helpful, but not fully sufficient.

The ultimate test of a recruitment process is the quality of the applicants and the resulting hires. It was not possible to do an in-depth analysis of the characteristics of the applicant pool, as there appears to be limited information available on people who are in early stages of the Labour Pool process.

A comparison of educational attainment of participants in Site Readiness (January – September 2017) showed that approximately 30% had at least a high school diploma. In comparison, the 2016 census reported that 53% of the Kivalliq population in the primary working ages of 25 to 64 reported having at least a high school diploma or equivalency.⁵ This figure includes people who have returned to school as adults or achieved an educational equivalency. These percentages are not directly comparable, as new hires to AEM who have advanced skills or training might have bypassed the Site Readiness process in 2017. This suggests that on the one hand, the Labour Pool process is offering important opportunities to local Inuit who have lower levels of formal education; and on the other hand, it may not be attracting its full share of people with high school or further education.

The most recent public data for the Kivalliq region reports a youth graduation rate of 41% among 17-18 year olds (averaged across 2013-2015).[†] These Kivalliq high school graduation rates have been consistently rising over the years, suggesting that the overall levels of educational attainment will gradually increase even more within the Kivalliq labour force.

Illustrative Quotes

“We had much worse outcomes with our new hires before we introduced the Site Readiness program. Our results were the best with the two-week Site Readiness program, when we could have someone for a full week; now our results with the one-week program are about mid-way.” - AEM Representative

“For those that already have their education – they are opting for jobs in town with better benefits – the mines are left with people that are more interested in labour type jobs.” - Community Stakeholder

Engagement and Satisfaction

Understanding employee experiences in the workplace helps to explore the ability of Inuit to ‘meet their life goals through engagement in the AEM workforce’. The focus of this section is on the following research questions:

⁵ Statistics Canada (2016) <http://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/details/page.cfm?Lang=E&Geo1=CD&Code1=6205&Geo2=PR&Code2=01&Data=Count&SearchText=keewatin&SearchType=Begins&SearchPR=01&B1=Education&TABID=1>

[†] Kivalliq Socio-Economic Monitoring Committee (2016). “Understanding Our Communities Through Statistics”. <http://nunavutsemc.com/wp-content/uploads/2016/12/NBS-Kivalliq-SEMC-Presentation-December-5-2016.pdf>

- What characteristics of the workplace make a difference in the experience and satisfaction of Inuit workers? What factors influence turnover and absence? How have people reconciled the positive features and the concerns?

This section explores the following interconnected five factors:

1. Absences / no-shows
2. Lateness
3. Cross-cultural disconnects
4. Language differences
5. Two-week rotation

Absences and No-shows

Absenteeism has previously been identified as a key concern within AEM.^u In the IWBS interviews, about half of the AEM representatives highlighted this as the key issue. They indicated that most of the absence is unscheduled and difficult to manage.

A high level of unscheduled absence leads to over-staffing, business impacts and additional expense. Similar to many Canadian employers^v, AEM does not apparently track the direct or indirect costs of absenteeism. The Conference Board of Canada^w points out that the direct cost of absenteeism is the salary cost associated with the number of workdays lost. Indirect costs can be more substantial, including replacement or overtime costs, administration, a reduction in employee morale (e.g., from increased workload), and a reduction in productivity. In the case of AEM, absenteeism is also a key driver of turnover (see below), creating additional impacts on both the company and the individual employee. When these additional factors are considered, the company and personal costs of absenteeism become significantly higher.

The KLMA study concluded that in 2016, 19% of scheduled hours for the Inuit employees at Meadowbank were not worked. In other words, unexplained absence for Inuit could be described as, on average, one employee missing out of every five. There was no observed difference between men and women. A local employer who participated in the interviews also cited absenteeism as a central concern in their business. This rate of absence is almost identical to reported absence rates within Kivalliq public schools, with an average of 18.5% over 10 years (elementary and secondary, 2001-2011; most recent data available). Figure 2 demonstrates that these rates vary across the seven Kivalliq communities, with Rankin Inlet having the lowest absence rates.

^u 2016 Development Partnership Agreement Report, AEM 2017

^v Stewart, Nicole. *Missing in Action: Absenteeism Trends in Canadian Organizations*. Ottawa: The Conference Board of Canada, 2013

^w Ibid.

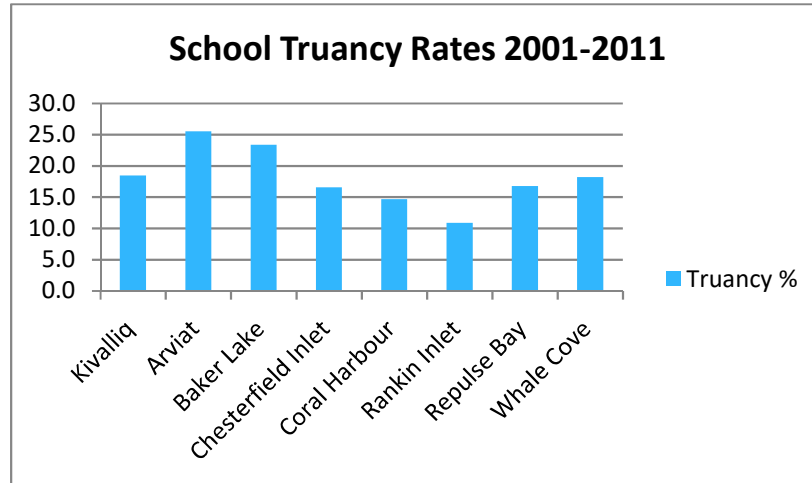


FIGURE 2: SCHOOL TRUANCY RATES IN KIVALLIQ COMMUNITIES^x

In interviews with AEM representatives and Inuit workers, family situations were identified as the root cause of many absences (as well as of turnover, see below). More specifically, explanations offered by employees included a lack of childcare; need to attend funerals; and other family situations.

Illustrative Quotes

“If I had a magic wand, people would be able to attend work. That would fix a lot of issues and perceptions. We’ve done a lot. We do not measure how much that all costs.” – AEM Representative

“We have a hard time finding employees who show up – absenteeism is a major issue.” – Community Stakeholder (Employer)

Lateness

A secondary concern, cited by approximately one-quarter of the AEM representatives, is late arrivals for work shifts. According to the interviewees, this is not an issue in all work groups; additional data to determine patterns or trends were not available.

Work shifts at Meadowbank start at 6:00 a.m. or p.m. Interviewees indicated that late arrivals are an issue on day shift but they are very rare on night shifts. Approximately half of the workers interviewed said they had never been late for a shift; most others reported they had been late once or twice. Several interviewees commented that employees go to bed too late – often staying up late to connect with friends and family on social media. Elders who commented on this issue were supportive of the need for workers to become more disciplined in order to continue working at the mine.

^x Nunavut Statistics

Inuit Workforce Barriers & Strategies (IWBS) Study

Final Report

In discussing possible actions to encourage punctuality, AEM representatives expressed a range of perspectives during the interviews. A couple of current and former supervisors shared success stories such as helping employees set an alarm, creating a strong sense of team responsibility, or physically going to waken employees when needed.

Illustrative Quotes

“One worker was late 50% of the time; I showed him how to auto set an alarm on his iPhone and now he is a great employee.” -AEM Representative

“I went to get them – the supervisor has to care. Eventually they got each other up.” -AEM Representative

“It makes a difference if someone is late because my lateness affects the person who is working after me and the next person who is working after him/her. If I am late for work, my lateness affects everybody in that work area. But you learn from it fast and don’t want to be late.” – Inuit Worker

Cross-Cultural Differences

Most Inuit workers who were interviewed indicated that people ‘get along well’. A small minority reported concerns such as feeling not respected, feeling like an outsider, or having to deal with a difficult co-worker. However, Elders reported hearing stories of racism and harassment, primarily between Francophones and Inuit. However, there was some recognition that things had improved yet there are still some concerns about cross-cultural differences.

Specific examples that were raised suggest that there are more subtle misunderstandings due to cultural differences. One example raised by an AEM representative referred to someone being surprised when an Inuk placed food on the floor, a common practice among local Inuit. An example raised by an Inuk described feeling offended when a Southerner did not acknowledge him in the hallway; later he learned that this coolness toward strangers is more common in the South and they became friendly with each other.

Although there will be wide variation among individuals and communities within cultures, there are predictable patterns, historical impacts, and important strengths that can help to understand and place behavioural differences into context. When individuals from different cultures interact with each other, a lack of appreciation of these differences can lead to a feeling of cultural disconnects.

AEM does offer cross-cultural training - a five-hour session that is designed to help employees from different cultures and background to understand each other’s culture in order to improve understanding and communication in the workplace. The program was reviewed with the assistance of the Nunavut Literacy Council in 2013, and revised again in 2014. Throughout 2016, 59 employees successfully

completed the training. For a mandatory program, the numbers in each year should be at least equal to the numbers of new employees.^y

Even with the most effective training programs, most employers find that a focused effort on sustaining and extending the learning from a single session of cross-cultural classroom training will be required. Unconscious biases and cultural miscues produce frequent ‘micro-inequities’ – the subtle behaviours and slights that have a cumulative impact of making another person feel devalued. As a result, workplace commitment and performance suffer and unintentional barriers are created.

Illustrative Quotes

“There are a lot of differences between people that work there especially with Inuit and non-Inuit; also between Inuit and other Inuit.” – Worker

“At the start, lots of local people and French were talking against each other – today it’s a lot better than how it started off in the beginning.” – Worker

“They get along good after you get to know them better.” Worker

“I don't really feel respected or well treated. I think other Inuit feel the same way.” –Worker

“From what I heard the French workers make it hard for Inuit workers saying Inuit lack skills and judge them for lacking skills in different areas. Some Inuit cannot put up with the differences between Inuit and French people that they quit their job.” –Elder

Language Differences

The working language at AEM mine sites is English. For many of the workers, English is their second language. Local Inuit are often more comfortable in Inuktitut and AEM workers from southern Canada are often more comfortable in French. The interview results suggest that language differences and frustrations in communication are often related to perceptions of tension between cultures at the mine site.

Although there is a requirement that all staff have the ability to speak English, several interviewees suggested that this is not always the case among Francophone workers. Some AEM representatives at Meadowbank reported that meetings and formal discussions are held in English, but often-informal work-related discussions after the meeting occur in French. Inuit workers commented that they want to understand but hesitate to ask too many questions. At Meliadine, there is a strong commitment to have all ‘open door’ communications take place in English.

^y A full review of the impact of the cross-cultural training program is outside the scope of the IWBS but could yield some further insight in the future.

Illustrative Quotes

“My supervisor never spoke English very well. It was hard to understand them most of the time; they would tell me and I would ask questions. I would rather know what I am doing than asking so many questions to my supervisors.” - Inuit Worker

“Communication challenges lead to frustration. A French speaking company – Inuit with limited English – bound to be frustrations.” - Community Stakeholder

Two-Week Rotation Schedule

In advance of the IWBS Study, questions had been raised about the impact of the two-week fly-in fly-out rotation schedule (two on, two off). AEM management has expressed openness to considering other schedules, such as a recent exploration of a 5-day week for some workers.

Almost all of the workers who participated in interviews said the two-week rotation was fine; some said it could be difficult being away from family but that they get used to it and that family support made it work. Similarly, most Elders supported the two-week rotation. They emphasized the importance of family support (“responsible couples”) in making it work. A few Elders commented that the two weeks not at work gives sufficient time to engage in traditional activities on the land and/or to reconnect with family.

AEM representatives reported in interviews that many Inuit workers have family challenges that make the two-week rotation difficult to maintain.

Interviewees from all groups raised a range of issues such as lack of childcare, difficulties managing family finances evenly across the rotations, precarious housing situations for families, and missing family events and birthdays. One theme that was mentioned more frequently by AEM representatives and Elders was the challenge of ongoing rumours and gossip about infidelities; however only two of the workers mentioned this explicitly.

A few AEM representatives commented that more difficulties tend to arise toward the end of the two weeks (day 10), as people are tired and/or homesick. One interviewee also mentioned that there is an increase in safety incidents toward the end of the two weeks, but the IWBS Study did not capture or analyze any data that would confirm this observation. This might be a useful topic to explore if alternative rotation schedules are considered.

Despite the relative lack of significant concern about the two-week rotation schedule, many interviewees did suggest that alternative schedules should be investigated. The general sense from the interviews was that while people can ‘make it work’, there could be alternatives that would be preferable.

Illustrative Quotes

“I liked it a lot, having to work two weeks at a time, although it was hard after my family grew. It helped with the family support.” – Inuit Worker

“For some workers it is hard to be away from family for two weeks so they stop going to work for the mine because of infidelity between couples. The insecurity between the couple was the issue for the worker to quit the mining job.” – Elder

“Being home two weeks from the mining job helps the worker to practice their traditional way of life. It is good for the mental health of the worker to be able to spend time with family and go hunting while they are home for two weeks.” - Elder

Career Development

The vast majority of new Inuit hires at AEM Kivalliq mines are into entry-level jobs requiring only on-the-job training. Development opportunities are provided to employees yet the representation of Inuit in jobs that are more advanced and management roles remains low. This section focuses on the following research questions:

- What are the factors that either contribute to, or limit, career development? What are the critical gaps and what actions might be helpful? How effective are the development programs?

Data reported by AEM² provides the following breakdown of promotions for Inuit employees in 2016 at Meadowbank:

² 2016 Development Partnership Agreement Report, AEM 2017

TABLE 1: 2016 PROMOTIONS AT MEADOWBANK

Promotion Type	Number of Inuit Employees
Change of Status (from Hourly to Salaried)	0
Change of Job Type (a salary increase is required)	46
Change of Class (within a Career Path)	49
Change of Job Status	
From On-Call to Temporary	3
From On-Call to Permanent	7
From Temporary to Permanent	49
TOTAL	154

Barriers of Skills and Attendance

Challenges outlined in earlier sections continue to have an impact on Inuit opportunities for advancement once hired. Literacy and English skills were highlighted in interviews as impediments to advancement. Skills play a role in the ability of workers to successfully complete training and to successfully meet the demands of more complex jobs that involve more documentation.

AEM representatives mentioned specific barriers such as successfully completing entry testing for apprenticeship programs and advancing to a supervisory position.

AEM has reported significant investments in training for Inuit workers. However, discipline records due to absence, lateness or other issues may delay a worker’s access to training and advancement. Absenteeism rates such as those reported above (19%) will be reflected in barriers to career development.

Finally, training data reported by AEM^{aa} shows that the success rates on some training programs are lower for Inuit than for non-Inuit. Success rates here are defined as the percentage of workers who successfully complete the program, from those who were registered to attend. With the data that were available, it cannot be determined whether differences in success rates are due to absence, to skill issues, or both.

^{aa} 2016 AEM Training Report

TABLE 2: 2016 TRAINING SUCCESS RATES AT MEADOWBANK (SELECTED PROGRAMS)

2016 training success rates	Inuit	Non-Inuit
E-learning	95%	100%
Health & Safety	82%	91%
General Training	90%	86%
Communication 101	100%	71%
Cross-cultural	96%	80%
Specific Training	75%	90%

Illustrative Quotes

“If the documents were written in simpler English then it would make it better. If the documents had examples that would be even better too. Most procedures had drawings but they were from other organizations and some AEM materials did not have drawings and had too many fancy words, so that made it challenging.” - Inuit Worker

“One of our best [workers] has potential to be a leader or supervisor but they are not able to read and write well enough, so they will be limited at their current level.” - AEM Representative

“Apprenticeship programs – some have difficulty passing the trade entrance exam; it requires basic school skills.” - AEM Representative

Possible Impact of Cultural Norms

Previous research^{bb} has identified that when promotion decisions depend on employees being assertive and highlighting their capabilities, this can create a barrier to Inuit advancement. There are cultural expectations that encourage humility; Inuit workers will often avoid appearing career-oriented for fear of seeming to be prideful or arrogant. Similarly, in the IWBS interviews, several AEM representatives reported that Inuit employees often need encouragement to build confidence and consider advancement. Most Inuit workers reported that they were aware of the posting process and the availability of additional training. The employees who had changed jobs within AEM included workers who applied on a posting and those who were encouraged by their supervisor.

Inuit workers who were interviewed demonstrated interest in advancing and in trying different jobs within AEM. However, there were some indications from the interviews that advancement to supervisory positions poses particular challenges. Some Inuit employees reported they are not attracted

^{bb} For example, see Peterson (2012)

to the supervisor role. Some AEM representatives have observed that there are often challenges with Inuit supervising other Inuit, particularly those from other families or communities.

Illustrative Quotes

“I want to become an apprentice mechanic and have already talked to my boss about it. But, I would have to go upgrade my education and they support that idea. There is a lot of support for the AEM employees that want to learn new skills.” – Inuit Worker

“I do not want to supervise other people because I don’t want to be the bad person to tell co-workers. Too difficult to be a supervisor” – Inuit Worker

“I am very interested because I want to be a haul truck driver. In order to become a haul truck driver I have to start from the bottom and work my way up. I was ready to stop working at Meliadine thinking I was not going anywhere, but my supervisor’s encouragement, I agreed to transfer to Meadowbank with the possibility for a new job”. - Inuit Worker

Challenge of Meeting Production Targets

Some AEM representatives emphasized that training of Inuit workers on new jobs is more successful with more time, patience and hands-on training. However, there are concerns that resources for this are limited and that a need to meet production targets can be an impediment.

In some cases, the challenges of learning new jobs can create stress that then leads workers to give up or quit altogether. One AEM manager pointed out that when a new team lead or supervisor is learning a busy job, the situation can be stressful not only to that individual but also to the rest of the team.

Illustrative Quotes

“There are resource constraints for training. We only have a set number of days (not months) to get people up to speed.” - AEM Representative

“There is a lot of pressure to meet targets, but what I found to be successful is be encouraging, calm, not stressed by production targets.” - AEM Representative

“Some find it stressful to move from Haul Truck to other equipment. Haul Truck is more relaxed, less pressured.” - AEM Representative

Required Steps to Career Advancement

Several career paths have been created to set out step-by-step incremental routes to skill acquisition and advancement. These programs are designed to provide the opportunity to Inuit employees who have limited formal skills or education to progress in their careers. The paths outline a combination of work experiences, hours of completion, training, and skills development for an employee to achieve

each step.^{cc} It was not within the scope of the IWBS Study to conduct a comprehensive review of all of the career paths. However, one potential barrier that arose from interviewees was that some particular prerequisite steps in career paths are undesirable in some way and thus these steps can create barriers to advancement. One specific example that was mentioned was the need to spend time in the Bit Shop as part of the Driller career path. Similarly, some interviews with Inuit workers suggested that having to start in entry-level jobs for a period of six to twelve months before being able to take certain training or advance into other jobs can discourage workers, creating a barrier to attracting and retaining Inuit.

As illustrated in the quotes below, some other development paths have their own challenges. These are provided here not as reflecting trends or consistent themes, but rather to demonstrate that various pragmatic barriers can get in the way of a smooth advancement process.

Illustrative Quotes

“I was pulled into the office and was informed that I will now be training to be an Apprentice Mechanic and I was not prepared for that. I did not have my own tools to begin with. It would have helped to know that I needed my own tools.” – Inuit Worker

“A lot of the people that want to work at the mines start off in the bottom positions janitorial/cook – they don’t understand English well but work readiness is only taught in English.” - Community Stakeholder

“I wanted to learn more about safety but I was informed that I have to be a permanent worker.” – Inuit Worker

“Now the company puts Inuit as a Janitor or Dish Pit; I talked to a few guys I know they might not like their job but I tell them the only way is to stay for six months and once there is a job posting AEM will say this person is reliable, we will give them this job.” – Worker

Discontinuation of Employment (Voluntary or Involuntary)

Departures from the AEM workforce can be for voluntary reasons (resignation) or involuntary reasons (dismissals, health, death, retirement, etc.). The IWBS study explored barriers related to resignation or dismissal; it did not examine medical, retirement or other reasons for the end of employment. The focus of this section is on the following research questions:

- What factors contribute to employment termination (voluntary or involuntary)? Which risk factors are seen to be most important and what might be helpful in minimizing those risk factors?

Exit interviews are conducted and summarized by AEM. The 2016 compilation^{dd} provides the most common reasons given for voluntary terminations and turnover rates:

^{cc} AEM 2017. 2016 Development Partnership Agreement Report,

^{dd} AEM (2017). 2016 Development Partnership Agreement Report.

- Found another job
- Conflict with employee
- Does not like the job
- No babysitter
- Family situation

A significant proportion of Inuit workers (approximately 4 in 10) have less than one year of experience at AEM. Turnover rate among Inuit workers (inclusive of all reasons for departure) is higher than among non-Inuit, averaging 28% over the period of 2015-2017^{ee}, with even higher rates (34%) seen within the unskilled occupations. There is a noticeable shift in the type of turnover between 2016 and 2017, with a relative increase in voluntary turnover (resignation) and a relative decrease in involuntary turnover (dismissal).

Impact of Turnover

While some turnover is usually desired and recognized as healthy within organizations, high levels or ‘unmanaged’ turnover is widely seen to have a negative impact on businesses. The impacts include lost productivity, reduced employee engagement and morale, and increased administration and payroll costs. Similar to the hidden costs of absenteeism, most organizations do not directly account for the costs of turnover.

Some AEM representatives who were interviewed cited turnover as the highest priority issue to be addressed with respect to Inuit employment. As one example of impact, the turnover in the Dish Pit was described as creating a difficult situation and a ‘vicious cycle’. Having a constant high level of turnover means that there are always new employees needing to be trained and supported in the work, leading to increased workload and stress on them and on their colleagues, which in turn creates dissatisfaction and resignations, contributing to the turnover.

Potential ‘chilling effects’ that can make it difficult to attract new applicants were discussed above. Turnover can have a similar impact. A negative experience of employees who resign or were dismissed will likely be communicated within communities, possibly discouraging others from seeking work at AEM.

Illustrative Quotes

“Retention is the key issue. It leads to inefficiencies and costs.” - AEM Representative

“We will employ anyone – in the unskilled workforce. We have to make an effort. We just organize to have turnover, but I wonder what they say when they go back to their community.” - AEM Representative

^{ee} MiHR. KLMA Study (2018)

Causes of Turnover

In 2016, data reported by AEM shows that dismissals and resignations were approximately even. Dismissal usually results from an accumulation of disciplinary actions due to absence and lateness. Resignations are most commonly attributed to ‘family issues’. Given the competitive labour market, there are also examples of employees being ‘poached’ or hired away by other employers, notably the local government offices.

Some AEM interviewees commented that the transition to the mine work schedule is difficult for many Inuit unaccustomed to regular full-time work. Some supervisors report they have had success with ‘going the extra mile’ to encourage reliable attendance. They report having a strong focus on teambuilding, making sure that employees are at work on time, getting to know each worker individually, and so on.

There is widespread recognition in previous research findings, among community stakeholders, and among the other interviewees in the study that a range of family issues make it difficult for many Inuit workers to remain employed at the mine. Lack of childcare is often cited as the most common challenge. Other social challenges (such as substance abuse, depression, housing shortages, infidelity, and community demands) were reported to contribute to high turnover rates.

A wide range of other reasons for departure were raised during the interviews. There were examples related to barriers already discussed above such as discouragement due to challenges of undertaking a new job or training, conflicts between workers and increased rent costs.

Illustrative Quotes

“Some people cannot get up early to go to their jobs because they are not disciplined. They blame the job for having to wake up early [...] so they get lazy to get up early to go to work and do not want to return to work.” - Elder

“Some women who get are locally employed make their spouse quit their job at AEM because there is no childcare available in the community. The spouse gives up his job at AEM to look after their children.” - Elder

“When a person is pressured to apply for a job he/she is not interested in they will be less productive/lazy and more likely to quit the job”. - Elder

“I see a challenge for the mining sectors - those that go to top flight schools – get snapped up by the territorial government – the top talent gets scooped by the education system or drafted to the government. - Community Stakeholder

Lost Opportunities of Problem-Solving rather than Resignation

AEM representatives reported during the interviews that frequently Inuit employees will resign before approaching their supervisor or HR to problem-solve an issue. It is not clear what the underlying cause

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might be – a cultural norm of how to approach challenges, a lack of understanding of HR policies and possibilities, or concern that requests will be met with understanding.

Illustrative Quotes

“I was ready to stop working at Meliadine thinking I was not going anywhere, but my supervisor’s encouragement, I agreed to transfer to Meadowbank with the possibility for a new job.” - Inuit Worker

“Lack of sleep leads to being tired, discouraged, a downward spiral. They stay connected through social media at 2:00 a.m.; this leads to on Day 10, “I want to quit” - AEM Representative

“The Inuit are very close to their family. Even a little something makes them want to go home, vs. problem solving to find a solution. It is a reflex, a reactive response.” - AEM Representative

“Even some Social Workers don’t understand – for example, there is confusion about women fired because of pregnancy.” - AEM Representative

Re-entering the Workforce after Termination

AEM has created policies and practices for re-hiring Inuit employees under certain conditions after they have resigned or have been dismissed. With turnover rates (see above) of close to 30%, and a limited local labour pool, it is critical to explore potential barriers in the process of returning to the AEM workforce. The focus of this section is on the following questions:

- What are the factors that encourage or discourage Inuit from seeking re-employment with AEM or contractors? What facilitates or hinders successful re-entry into mining related work?

Context and Expectations for Re-Hiring

Within the re-hiring context at AEM, there is an underlying perspective that most of the situations when an Inuk leaves AEM could be temporary. Only some reasons for termination (whether voluntary or not) would be considered permanent, such as retirement, permanent medical restriction, or dismissal for a ‘fatal flaw’ such as violence or criminal activity.

Whether for voluntary or involuntary departures, the most common causes are not likely to be permanent barriers to working at the mines. For example, family issues can be addressed, health concerns can be resolved, and other jobs might end. When Inuit are dismissed for causes such as lateness or absenteeism, the dismissal occurs as the last step of a disciplinary process whose intent is to correct the problematic behaviour. A six- or twelve-month ‘eligibility period’ is meant to encourage workers to improve their work-related behaviours prior to returning to employment.

These perspectives exist within a context where it is well known that AEM has committed to having local Inuit as a significant proportion of its workforce and where the local labour pool is limited. As a result, several interviewees expressed their expectation that people who have previously left AEM will be at least ‘eligible’ for re-hiring and may even be ‘welcomed’ back.

Illustrative Quote

“The last time I worked at AEM I had family problems so I had to quit, I don’t mind trying to get back with AEM ... I’ve applied again but never got rehired by AEM” - Inuit Worker

The Re-Hiring Process

Some of the workers who were interviewed for the IWBS had previously left AEM and had been re-hired and/or were confident that they would be. They seemed to understand the hiring process and be willing to undergo refresher training relevant to their occupation, such as Haul Truck Driver.

However, several interviews revealed some confusion about the process for re-hiring, which is leading to unmet expectations and negative reactions. Several workers (or their relatives) reported that they do not know why they have not been re-hired; there was clearly an expectation that they should have been. Some interviewees explicitly attributed this to biases or favouritism in the process.

Across the interviews with AEM representatives, different explanations of the process and standards were provided. For example, there were inconsistent reports of whether or not all returning workers are still required to go through the full Labour Pool process.

A few interviewees expressed concerns about a perceived ‘double standard’ applied to southerners and Inuit and some also questioned whether there really were any ‘fatal flaw’ conditions under which an Inuk would not be eligible for re-hiring. In other words, there were opinions that the standards for re-hiring Inuit are being inappropriately lowered. These opinions can create resentment within the workforce, which over time can lead to subtle behaviours that would be a barrier to effective inclusion of returning Inuit workers.

Illustrative Quotes

“Because of medical reasons I had to stop working at Meadowbank for a year. I know I will have to train again to relearn the procedures at the pit. I will have to take a refresher course to drive the Haul Truck and then to drive the heavy equipment.”- Inuit Worker

“A lot of people quit at AEM so many times -- 5, 6, 7 times and they still get rehired. I only quit once and it took me so hard to go back, I don't know why we don't have equality.” - Inuit Worker

“We changed the process in November. Now, if someone quits and has a good record, will re-hire them.” - AEM Representative

“I tell people, if you quit, you go back to zero. Re-apply, Work Readiness, Site Readiness. That's life.” – AEM Representative

“After 6 months, an Inuk can reapply and get sent to Amaruq or Meliadine. They know they'll get back in. There is no real blacklist.” - AEM Representative

Timeframes for Re-Hiring

The timeframes for being re-hired at AEM can be lengthy. There is a minimum 6-12 month wait period for eligibility for re-hiring. Additionally, until recently all candidates for re-hiring, that went through the full Labour Pool process and as discussed above, this process could take several months. As with the process for new hires, these timeframes can risk losing good people to other opportunities.

The quality of the job offers for re-hiring is also a consideration. Data from 2016 reported by AEM^{ff} showed that almost all Inuit re-hires are into positions that are on-call part time. Coupled with lengthy timeframes, it appears that the re-hiring process can involve some barriers to the effective re-integration of former employees.

^{ff} AEM (2017). 2016 Development Partnership Agreement Report.

Illustrative Quotes

“I stopped working with AEM in 2012. There were issues at work, that weren't investigated very well and so I resigned. I finally talked about it and apparently there are possibilities of jobs given to me with AEM. Well, it's 2018 now and there's nothing yet.” - Inuit Worker

“He quit to come to his sister’s funeral four years ago. He has brought his résumé a few times to go back to work at the mine but he has never been called to go back and has given up bringing his résumé to the AEM office since then.” – Elder

Chapter 4: Strategic Opportunities for Increasing Inuit Employment at AEM

The IWBS research findings provide an evidence base for shaping and prioritizing strategies that could be implemented by AEM and its IIBA partner, KIA. To address root causes and mitigate the barriers that have greatest impact, four strategic directions are recommended:

- **Create a New Narrative:** Communicate to engage all possible influencers with a common view that reflects current realities.
- **Address Critical Pain Points:** Reduce barriers that add to costs and create stress for managers and workers.
- **Foster and Capitalize on Early Successes:** Create quick wins to signal change.
- **Challenge ‘Business As Usual’:** Introduce innovations that demonstrate commitment and openness.

This section outlines the four strategic directions, including a brief overview of the rationale, the intended impact, and implementation considerations. Further work by AEM as well as KIA will be required to fully operationalize these directions.

Efforts to Reduce Barriers to Inuit Employment

- AEM has conducted several pilots related to rotational work.
- AEM is in the process of ensuring all public signage is in both English and Inuktitut, to comply with the *Inuit Language Protection Act*.
- AEM in the process of hiring adult educators to provide basic skills upgrading, including English language skills (including literacy and numeracy).

Create a New Narrative

“Old stories” and mixed messages are a risk to attracting new hires with new expectations. The research interviews uncovered several examples of Elders, workers, stakeholders and even AEM representatives who have a limited awareness of the opportunities presented by mining employment and the current process for interested Inuit to access these opportunities.

The ‘new narrative’ strategy is a required early step to create some readiness for communicating the impact of subsequent strategies. Three approaches are suggested:

Broader community information

Desired Impact

- **Broader engagement of the Inuit labour force, family members and community influencers with AEM and/or KIA communication vehicles;**
- **Enhanced awareness of the benefits and opportunities of mining employment;**

Implementation Considerations

- Revise the quarterly community information sessions (already planned for 2018).
- Expand the use of various media and communication channels to reach a broader audience.

- **Ongoing visibility of AEM activities and employment opportunities;**
- Positive perception of AEM and KIA.

Direct engagement with Influencers (educators, Elders, families, AEM recruitment staff)

Desired Impact	Implementation Considerations
<ul style="list-style-type: none">• Greater awareness among key influencers;• Consistent messaging being disseminated by key influencers;• A variety of influencers and informal spokespersons across all Kivalliq communities who can support local Inuit in seeing the potential opportunities in AEM employment.	<ul style="list-style-type: none">• Prioritize key individuals who are most likely to have an impact on local Inuit career decisions. Conduct personal outreach to directly engage them in building and sharing updated views of mining employment and mine experience.• Develop supporting materials such as success stories, videos, a “speakers’ bureau”, etc. that will support a credible new narrative.• Utilize culturally relevant approaches such as story telling, an Elders’ gathering, etc. with explicit attention to incorporating Inuit Qaujimajatuqangit principles.

Visibility to life at the mine site

Desired Impact	Implementation Considerations
<ul style="list-style-type: none">• Myths, misconceptions and outdated impressions held by potential workers, families and other influencers are corrected;• Family members have a good understanding of the realities of camp life and mining work;• Family members (immediate and extended families) are supportive of Inuit who work at the mine;• A greater sense of ‘connectedness’ is created between family and worker when on rotation.	<ul style="list-style-type: none">• Develop a range of awareness and communication vehicles such as video, job shadowing, and visits to camp.• Provide infrastructure to support occasional video calls between workers and families.

Address Critical Pain Points

Improve Community Infrastructure for better Employment Outcomes

Discussions with AEM representatives, Inuit workers and community stakeholders indicated a strong connection between employment outcomes and shortages in community infrastructure. Specifically, research participants highlighted how community and social infrastructure shortcomings have affected employment and training outcomes.

Coping with inadequate housing and daycare options can be a challenge and may affect the ability to obtain and sustain employment. Dealing with limited internet access or struggling to find transportation to an airport in a community without a taxi service creates additional barriers around accessing job opportunities and attendance. It is recommended that AEM evaluate how they can best support the removal of these barriers through collaboration with government and community organizations – advocating for resource allocation and supporting community efforts.

While many different concerns, perspectives and anecdotes were raised during the interviews, three key issues emerged:

- Absenteeism and lateness;
- Preventable and unpredictable turnover;
- Cultural disconnects.

It is clear that these are ‘thorny issues’ that will not be fully resolved in a short timeframe. Nonetheless, they are critical ‘pain points’. They are closely interrelated and can add significantly to costs and create stress for managers and workers.

Addressing these barriers would have direct and immediate benefits. Additionally, the proposed solutions can be expected to have other significant and lasting impacts that would be beneficial to AEM operations and Inuit ability to achieve life goals.

Based on demonstrated success within AEM and other employers, the following approaches are suggested:

Expand and ‘scaling up’ the best practices of current supervisors.

Desired Impact

- Current good practices and successful approaches are leveraged and multiplied across the organization;
- Inuit workers are more satisfied with the work experience;

Implementation Considerations

- Identify ‘best practice’ supervisors with good track records of success with Inuit workers and learn from their approaches. Themes from the research include teamwork, problem-solving, flexibility, empathy, and ‘going the extra mile’.

- Supervisors are more positive about their experience with Inuit employees;
- Absenteeism and lateness are reduced.
- Create a learning and development plan to train other supervisors on these best practices. This could include: documentation such as case studies and job aids; classroom learning; peer mentoring; coaching; job shadowing; etc.
- Measure the adoption of new practices (i.e., changes in supervisory behaviour) and impacts on satisfaction, lateness and absenteeism.

‘Planned and predictable’ turnover in entry-level jobs

Desired Impact

- Reduction in unplanned turnover and absence in entry-level jobs such as Janitor, Housekeeping, and Dish Pit;
- Enhanced ability of Inuit to meet life goals;
- Greater satisfaction, reduced stress and a positive experience for new hires, colleagues and supervisors;
- Positive reputation of mining work within the communities;
- Cost savings due to reduced turnover and absences.

Implementation Considerations

- Create short-term temporary “job shadowing”⁸⁸ positions in entry-level jobs. For example: a 3-rotation commitment with progressive on-the-job training and individualized support for successful transition to the mining workplace.
- Measure impact on turnover, absenteeism and related costs within the targeted occupations.

⁸⁸ Similar approaches are being used elsewhere in the mining industry.

Extend cross-cultural training.

Desired Impact	Implementation Considerations
<ul style="list-style-type: none">• Greater understanding of cultural differences and their impact on workplace interactions;• Positive appreciation of diversity, particularly between Inuit and non-Inuit workers;• Positive working relationships.	<ul style="list-style-type: none">• Ensure that all employees and contractors successfully complete the current cross-cultural training;• Develop and implement ongoing initiatives to sustain and enhance cultural understanding and appreciation. There are many approaches beyond classroom training that should be explored.

Foster Early Successes and Quick Wins

The completion of the IWBS study presents an opportunity to take targeted pragmatic actions and gain some quick wins. This will signal change and support the creation of a ‘new narrative’. Three tactics are suggested below. These are relatively low-cost and easy to implement. Taken collectively, they are designed to create a welcoming workplace, make important information more accessible to Inuit, and build transferable skills for learning.

Visible use of Inuktitut

Desired Impact	Implementation Considerations
<ul style="list-style-type: none">• Visible commitment to the use of Inuktitut;• Improved accessibility of information to Inuit;• Strong perception of a welcoming and inclusive work environment for Inuit.	<ul style="list-style-type: none">• AEM has already undertaken initiatives to increase Inuktitut signage. It is recommended that these efforts should go well beyond any minimal compliance requirements.• With active involvement of Inuit staff, conduct an “observational audit” of all written information available onsite (particularly in public locations) and pursue every opportunity to provide them in Inuktitut. Examples are: third-party materials including personal support information such as Alcoholics Anonymous brochures; labelling of goods in the onsite store (canteen); etc.

Accessible HR information

Desired Impact

- Improved accessibility of HR information to Inuit;
- Better understanding of HR policies and practices;
- Strong perception of a welcoming and inclusive work environment for Inuit.

Implementation Considerations

- Revise the Employee Handbook to clearer language AND/OR create clear language short reference materials on key topics.
- Assess the readability of the new materials with a goal of achieving a reading level below Grade 8.

Skills upgrading

Desired Impact

- Improved readiness for advancement;
- Higher success rates on apprenticeship entrance tests;
- Transferable skills gained by Inuit workers.

Implementation Considerations

- AEM has planned to hire two Adult Educators to give basic skills upgrading, including English language skills, literacy and numeracy.

Challenge ‘Business as Usual’

The KLMA study has highlighted the significant shortages within the Kivalliq Inuit workforce, forecasting that there will be insufficient skilled and semi-skilled workers to meet projected AEM demand. It concludes that current AEM success rates in Inuit hiring and retention will fall far short of achieving a significant proportion of Inuit within the AEM workforce.

From the reported workforce readiness completion rates, there exists opportunity to engage a greater number of community members in workforce readiness and expand the current labour pool. As indicated in the stakeholder interviews, there are various perspectives on which aspects of workforce readiness are most critical to worker success. Consequently, this fourth and final strategic direction focuses on introducing significant innovations to employment practices, challenging ‘business as usual’.

The four approaches in this section are designed to address the barriers that lead to shortages – mostly by engaging the ‘hidden labour market’ and building skills. These new practices will require study, implementation, planning and aggressive pilot testing that is beyond the scope of the IWBS Study. The start-up of Meliadine and Amaruq operations presents a unique opportunity to adapt current workforce practices and deploy new initiatives. Significant changes such as those outlined below will also

demonstrate AEM and KIA commitment to achieving greater Inuit employment and openness to new solutions.

Essential skills program

Desired Impact

- Increased level of transferable learning skills and work readiness within the Kivalliq labour force;
- Reduced turnover and absenteeism among new hires ;
- Greater success and cost savings in on-the-job training;
- Positive community relations.

Implementation Considerations

- Customize a new program that would be more extensive and nimble than the current combination of Work Readiness and Site Readiness. There are successful models for pre-hiring programs that could be leveraged.^{hh}
- Evaluate current integration of prior learning assessments into pre-hiring programming
- Community stakeholders (educators, social services etc.) could provide valuable input into the evaluation and refinement process of the program- and once engaged in the process could support efforts to encourage and advocate for greater participation in the program within the communities.
- Measure the impact on training, turnover and absence – including both financial and non-financial outcomes.

Alternative staffing models

Desired Impact

- Reduction in unplanned turnover and absence, particularly in entry-level jobs such as Janitor, Housekeeping, and Dish Pit;
- Enhanced ability of Inuit to meet life goals;
- Greater satisfaction, reduced stress and a positive experience

Implementation Considerations

- Explore alternative staffing models such as designated ‘transition to work’ entry-level short-term positions; repeated / scheduled temporary or seasonal work (e.g., cycle of 3 months on, 3 months off); job sharing; etc.
- Pilot in targeted occupations and measure the results.

^{hh} For example, see MiHR “*Mining Essentials Program*” that provides over 300 hours of customized skill building.

- for new hires, colleagues and supervisors;
- Cost savings due to reduced turnover and absences.

Rotations

Desired Impact

- Reduction in unplanned turnover and absence, particularly in entry-level jobs such as Janitor, Housekeeping, and Dish Pit;
- Enhanced ability of Inuit to meet life goals;
- Positive impact on families and communities;
- Cost savings due to reduced turnover and absences.

Implementation Considerations

- AEM has previously explored alternative rotation schedules such as 7/7 and 5/2.
- Continue to investigate options, including those that could involve less than full-time work hours over the course of a year (such as 5/2 with a 2-week rotation schedule).

Accelerated pipeline to hiring and advancement

Desired Impact

- Reduced attrition (drop-off) among candidates;
- Greater efficiency in Labour Pool administration;
- Enhanced ability to attract quality applicants;
- Increased advancement of Inuit into skilled and semi-skilled positions.

Implementation Considerations

- Focus on reducing the timeframes for the Labour Pool hiring and re-hiring processes to reduce candidate drop-off. For example, estimate the cost-benefit of offering Work Readiness more frequently, paying candidate travel costs when needed.
- Fast track a manageable number of Inuit workers through the existing career paths. This could include designating a small number of positions for advancing Inuit into semi-skilled or skilled occupations in advance of openings. Consider funding these positions through cost savings achieved through reduced turnover and absenteeism.

- Provide individualized development support to Inuit workers who are moving into (or preparing for) advanced positions.

Cohesive teams

Desired Impact

- Reduction in absenteeism and turnover, particularly in entry-level jobs such as Janitor, Housekeeping, and Dish Pit;
- Enhanced ability of Inuit to meet life goals;
- Greater satisfaction, reduced stress and a positive experience for new hires, colleagues and supervisors;
- Cost savings due to reduced turnover and absences.

Implementation Considerations

- Identify and spread the successful practices of current supervisors who have built strong teams.
- Explore options for building ‘a family within the mine community’ that could offer strong mutual support and success. Examples could include: work teams drawn from a given community (or two); identified back-ups for covering rotations/shifts for others when needed; shared responsibilities at the mine site as well as in the community; etc.
- Pilot self-directed work teams with a different and more Inuit-attractive role for ‘supervisor’ (such as coach, team lead, “Elder”, advisor, etc.).

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Appendix I: Phases of Research

Planning and Secondary Research	Literature review with a focus on employment barriers for local workforces in remote operations
	Literature review with a focus on successful research methodologies with Inuit populations
	Review of previously identified successful practices for engaging Indigenous workers in mining
	Development of a project charter, key research questions, high level methodology, and final report outline
	Initial meeting with ECC to confirm the scope and approach to the project; acquire available data and identify additional data requests
	Development of research methodologies, communication messaging and draft research tools (interview protocols).
	Cultural review of the methodology and proposed tools with advisors from the Nunavut Literacy Council
	Meeting with ECC to review and approve the IWBS Research Framework.
Field Research	Translation of research tools into Inuktitut
	Outreach to hamlets to obtain letters of support from the seven affected communities; receipt of research license from the Nunavut Research Institute (NRI)
	Hiring and training of six Research Assistants (Inuit) from five Kivalliq communities ⁱⁱ
	Final testing and refinement of research tools with the Research Assistants (see final research tools in Appendix xxx1)
	Onsite observation at Meadowbank by two MiHR researchers, using the opportunity presented by holding the Research Assistant training session onsite
	Identification of names and contact information for research samples (see description of sampling methodology and incentives in Appendix xxx2)

ⁱⁱ The Research Assistants were also trained to collect data for the SEIIBR study.

Data collection through individual interviews at Meadowbank mine site and in seven Kivalliq communities. Interviews were conducted during January and March 2018 with:

- 31 Inuit workers (potential, current or former AEM / contractor workers)
- 20 AEM representatives (supervisors, trainers, managers, etc.)
- 22 community stakeholders (Elders, educators, career advisors, employers, etc.)

Insights were also available from 30 participants in focus groups exploring perspectives on the impacts of mining, as part of the SEIIBR study.

Demographics of the research samples are provided in Appendix II.

Analysis and Reporting

Translation (where necessary) and transcription of interview notes and/or audio recordings by the Research Assistant interviewers

Thematic content analysis of interviews, by key research question

Desk analysis of available data from the AEM HR system; previous AEM quantitative reports; and relevant findings from the Kivalliq Labour Market Analysis (KLMA) study^{jj}

Exploration of possible solutions through literature reviews and informal discussions regarding successful practices of other employers in mining or comparable industries

Development of strategies

Validation and discussion of findings with the ECC

Development of final report

^{jj} MiHR, KLMA study (2018)

Appendix II: Sampling Process and Demographics of the Research

INUIT WORKERS (N=32)

Sampling Process

- Names and contact information for a large sample of current employees and Labour Pool Process participants were provided by AEM.
- Names were initially chosen based on a random selection stratified by community. The resulting samples were adjusted as needed:
 - Individuals who were scheduled on a work rotation for most of the initial data collection period were set aside.
 - People who were ineligible for hiring (medically unfit or dismissed for a ‘fatal flaw’) were omitted.
 - Individuals were added as needed to over-sample occupations or demographics that were of particular interest, such as apprentices or semi-skilled workers.
- Subsequent samples were drawn as needed, using the above process.
- A broad-based communication was distributed by AEM through internal staff email lists. Hamlet offices and AEM and KIA community coordinators were advised of the data collection.
- Research Assistants contacted the identified potential interviewees directly to solicit their participation.
- It was difficult to contact potential interviewees; contact information was often inaccurate or the individual was unreachable within the timeframe. Many potential interviewees declined to participate.
- Each interviewee received a participation incentive of a \$25 gift card to a local store at the close of the interview. Interviewees received the incentive even if they did not answer all of the questions.
- Interviewees were assured of complete confidentiality and anonymity in their responses. Each participant signed a consent form.

Characteristics of the Research Sample

- Interviews were conducted in all seven Kivalliq communities, with a breakdown as follows:

Community	Number of Interviews
Arviat	3
Baker Lake	12
Chesterfield Inlet	2
Coral Harbour	3
Naujaat	2
Rankin Inlet	6
Whale Cove	4
TOTAL	32

- The interview sample had a good range of demographic characteristics (tables present the number of interviewees):

Gender	
Female	12
Male	15
Unknown	5

Age	
20's	11
30's	7
40's	6
50's	3
Unknown	5

Highest Education Achieved	
Less than Grade 10	9
Grade 10	11
Grade 12	5
College	2
Unknown	5

- Interviewees represented a variety of experience with AEM work (tables present the number of interviewees):

Status with AEM	
Applicants with no AEM experience	2
Current employees with AEM or a contractor	10
Former employees with AEM	13
Other or unknown	7

Position Level	
Professional	1
Semi-skilled	10
Unskilled	14
No experience with AEM	2
Unknown	5

AEM REPRESENTATIVES (N=20)

Sampling Process

- Names were provided by AEM to reflect a cross-section of roles and departments. AEM contacted potential interviewees and confirmed their participation.
- All individuals who were contacted showed very good willingness to participate.
- Interviews were conducted by the MiHR research team during January 2018. Most representatives were interviewed in person onsite (Meadowbank or AEM Rankin Inlet office). One interview was conducted by telephone.
- Interviewees were assured of complete confidentiality and anonymity in their responses.

Characteristics of the Research Sample

- All of the interviewees were in supervisory / professional roles, as follows:

Primary Role	Number of Interviewees
HR / training (incl. trainer)	7
Operations	6

General	5
Camp	2

- Most (n=17) of the interviewees were in a role focused primarily on Meadowbank; a few (n=3) were focused primarily on Meliadine.
- One of the 20 was a contractor; the remainder were AEM staff.
- Almost all of the interviewees had multiple years of experience at AEM. Most had previous work experience in remote operations in mining or in forestry. The interviewees were all non-Inuit.

COMMUNITY STAKEHOLDERS (N=23)

Sampling Process

- Elders:
 - Research Assistants familiar with a given community identified and approached Elders, inviting them to participate in an individual in-person interview.
 - Elders were offered a participation incentive of a \$50 gift card for a local store.
 - Participants were assured that the interview would be confidential and anonymous; each Elder signed a consent form.
- Other stakeholders:
 - Employers were identified by a Research Assistant familiar with the regional business community.
 - Other stakeholders were identified by the research team through web-based research including a search of relevant roles within the Government of Nunavut online directory.
 - The MiHR research team selected individuals and approached them by email, inviting them to participate in a telephone interview.
- The participation rate among Elders and other stakeholders was very good. There was widespread willingness to participate.
- Participants were assured that the interview would be confidential and their comments would not be attributed to them without their consent.

Characteristics of the Research Sample

- Stakeholders were interviewed in five of the seven Kivalliq communities: Arviat, Chesterfield Inlet, Coral Harbour, Rankin Inlet, and Whale Cove
- The sample included 23 people in the following roles:
 - 14 Elders
 - 3 professionals in education
 - 2 professionals in career development
 - 2 professionals in economic development
 - 2 local employers

SEIIBR PARTICIPANTS (N=28)

Face-to-face discussions for the SEIIBR project were also held with community members during the IWBS study timeframe. Transcripts were available for analysis from seven sessions held in Chesterfield Inlet and Rankin Inlet. Comments relevant to employment barriers and potential solutions were harvested from these transcripts and included in the IWBS study.

Sampling Process

- Individuals or groups were approached directly by Research Assistants familiar with the community.
- Participants were provided with a participation incentive of a \$15 gift card from a local store. Two participants who were Elders in their communities were provided with a \$50 gift card.
- Participants were assured that all responses would be confidential and anonymous. Each participant signed a consent form.

Characteristics of the Research Sample

- A total of 28 individuals participated, with the following characteristics:
 - None had worked for AEM or had applied for work; almost all had friends or family members who have worked for AEM
 - 24 were women; 4 were men
 - 2 were community Elders
 - 7 were youth (senior secondary school students)
 - 2 of the adults were not employed (homemakers); most of the remainder reported holding administrative support or professional positions in public services
 - Participants' ages ranged from teens to 60's, with the following distribution:

Age Range	Number of Participants
Teens	7
20's	1
30's	7
40's	5
50's	7
60's	1

Appendix III: Interview Questions

Inuit workers – current or former AEM employees; applicants

Participant Demographics

To start, I have just a few questions about you and your background. This will help us to understand if different groups have different opinions or experiences.

What community are you from? Do you still live there? [If no, where do you live?]

What is your age? Give categories – in your teens, 20's, 30's, 40's, 50's, 60's, older

Do you have paid work experience in an industry other than mining? If yes, what and when?

What is the highest level of education you have completed?

[Note gender]

What job do you do at Agnico Eagle?

How long have you worked at Agnico Eagle?

Have you had other jobs there? [If so] How long have you been in this current job?

We will talk more about your work at AEM in a few minutes. First, I would like you to think back to when you first decided to get a job.

Deciding to get a job

Not everyone in Kivalliq has a full-time paid job with a company or organization. What did you think about when you decided that you wanted to work full-time in a paid job?

Probes:

What made it seem like a good idea? What made it seem like a bad or not-so-good idea? What did you think were some advantages and disadvantages of working full-time in a paid job?

[For disadvantages: what could make that better for you?]

Once you decided to work, what did you think about when you decided to work for AEM?

Probes:

Did you think about other possibilities? Were there other jobs you could have looked for?

How did you find out about what jobs were available at AEM?

Probes:

Before you started working at AEM, how much did you know about the different jobs they had?

Before you started working at AEM, how much did you know about mining?

Probes:

What kinds of ideas did you have about what mining is like?

How did you learn about mining? (From family, from friends, from training programs, from school, etc.)

Tell me about how you got your first job at AEM.

Probes:

How did you apply?

What qualifications did you need to have?

Were you part of the Labour Pool List? How long did that take? Were there any steps in that process that were really easy or really hard? Overall, what do you think about the Labour Pool process? (For example – going to an information session, putting your name in, going to Work Readiness, going to Site Readiness)

Working at AEM

Now let's talk about your experience of working at AEM.

What was your first job at AEM? How long ago did you start?

When you started working at AEM (in "first job"), did anything surprise you?

Probes:

What surprised you? Can you tell me more about that?

Do you think that surprises other people?

Would it be better if people knew more about that before they started working?

[If no surprises, How did you know what to expect?]

What do you think AEM is looking for when they hire someone?

Probes:

What makes someone a good employee, from the point of view of supervisors and managers at AEM?

When you first started, what was that like for you?

Probes:

What was good about those early days? What was not so good?

Did someone help you understand the details of the job? [Who and how?]

Did someone help you understand how to live and work in the mining work culture? [Who and how?]

What did you find most helpful?

Now that you have worked there for [time period], what is it like now?

Probes:

What do you like best?

What could be better?

What about being at the mine site for two weeks at a time – how is that for you?

Probes:

What is hard about that? What works well?

What does your family think about it?

What has helped you to make this schedule work?

What might make that situation better?

How often have you had to miss work? (absence) Usually, for what reasons?

Probes:

What difference does it make when you miss work? [to you; to your work team; to the company]

What might make that situation better?

When you have to miss work for [reason], what steps do you go through to let them know? Do you feel like your supervisor or manager understands why you have to miss work? [Probe: why or why not?]

How often have you been late for your shift at work? Usually, for what reasons?

Probes:

What difference does that make when you are late? [To you; to your work team; to the company]

What might make that situation better?

Some people have said that many workers have trouble getting up in time for a morning shift, in particular? What has been your experience?

How well do people get along at work?

Probes:

Can you tell me more about that – maybe give me an example?

What about differences between people? Inuit and non-Inuit? Or between English and French? Or men and women? Or young and old? Southerners/northerners?

Do you feel respected and well treated? Do you think other Inuit feel the same way?

Jobs and Careers at AEM

Now let us talk more about jobs and training at AEM.

[Note: adapt these questions based on the earlier question about the participant's work history at AEM – i.e., length of time, multiple jobs at AEM]

You mentioned that this is your first job at AEM. // You mentioned that you had other jobs at AEM before this one.

Tell me a bit about what you have had a chance to learn so far at AEM.

Probes:

Have you had a chance to learn new skills or do anything different? Can you tell me more about that?

How did you get that chance? (part of the job, had to apply, supervisor / manager approached me, someone encouraged me to apply, etc.)

What training have you received at AEM?

Probes:

What was that experience like – What worked well for you? Were there any challenges for you?

Have you started any training that you did not finish? (or didn't pass) Why was that?

[If applicable] How did you move from one job to another?

Probes:

Was it a promotion? How did you get that opportunity?

What qualifications did you have to have? How did you show that you had the skills for this new job? Did you get training for it?

If you think about possibilities for a new job with AEM, how interested are you in doing something different?

Probes:

Why or why not?

Would there be any disadvantages to you taking on a new job at AEM? Anything that would hold you back from doing it?

What is the process for getting a different job – a transfer or a promotion – at AEM? How easy or difficult would that be for you?

How would you feel about supervising other people – particularly other Inuit? Does it seem like that is difficult to do?

What would you need to be able to do the other job?

In some AEM jobs there is a lot of paperwork and documents to read. How much of that do you have in your job? How well does that work for you? Are there any challenges? [If so] What could make it better?

Did you ever stop working for AEM and then want to get re-hired? [If so] Can you tell me about that?

Probes:

Why did you stop working for AEM? How long was it before you came back? Why did you want to come back to work for AEM? How long did it take you to be rehired? Were there any conditions or special rules you had to follow?

Please think for a minute about what would make you want to quit your job or to stay.

If you were going to quit, what would be the most likely reason for leaving?

If you were going to stay, what would be the most important reason for staying?

Finally, if someone could do ONE thing to make it easier for Inuit to get and keep jobs at AEM, what would that be?

Closing

Do you have any other comments to add?

Adaptations for applicants:

Deciding to get a job

Not everyone in Kivalliq has a full-time paid job with a company or organization. What did you think about when you decided that you wanted to work full-time in a paid job?

Probes:

What made it seem like a good idea? What made it seem like a bad or not-so-good idea? What did you think were some advantages and disadvantages of working full-time in a paid job? [For disadvantages: what could make that better for you?]

Once you decided to work, what did you think about when you decided to work for AEM?

Probes:

Did you think about other possibilities? Were there other jobs you could have looked for?

How did you find out about what jobs were available at AEM?

Probes:

How much did you know about the different jobs they had?

How much did you know about mining?

Probes:

What kinds of ideas did you have about what mining is like?

How did you learn about mining? (from family, from friends, from training programs, from school, etc.)

Now I would like you to tell me about the steps you have gone through so far, to get a job at AEM.

Did you go to an information session in the community? Do you remember when that was? What was that like?

Probes:

How useful was it?

Did it help you to decide if you wanted to work at AEM?

Are you still part of the Labour Pool List? Usually that involves applying, then going through Work Readiness and then through Site Readiness and then waiting until a position comes open. Let us talk about each step.

Applying:

How did you apply to work at Agnico? What was that process like?

Probes:

Was it easy to do? Were there some parts that were hard, complicated, or inconvenient?
What qualifications did you need to have?

Work Readiness:

Have you gone through Work Readiness?

○ If yes –

When was that? (How long did you have to wait to go to Work Readiness?)

What was it like?

Probes:

Were there parts of it that were difficult?

How useful was it?

Did it help you to understand what might be involved in working at the mine? Did it help you to decide if you wanted to work at AEM?

○ If no –

Did you get an invitation to Work Readiness? (How long did you have to wait, or how long have you been waiting?)

If you got an invitation and decided not to go – why was that?

Site Readiness:

Have you gone through Site Readiness?

○ If yes –

When was that? (How long did you have to wait to go to Site Readiness?)

What was it like?

Probes:

Were there parts of it that were difficult?

How useful was it?

Did it help you to understand what might be involved in working at the mine? Did it help you to decide if you wanted to work at AEM?

○ If no –

Did you get an invitation to Site Readiness? (How long did you have to wait, or how long have you been waiting?)

If you got an invitation and decided not to go – why was that?

Have you turned down an opportunity to go to Work Readiness or Site Readiness or to take a job at Agnico?

If so, why was that?

If you have been working somewhere else, how do you think that job might compare to working at Agnico?

What do you think AEM is looking for when they hire someone?

Probes:

What makes someone a good employee, from the point of view of supervisors and managers at AEM?

Inuit Workforce Barriers & Strategies (IWBS) Study

Final Report

Let us talk about what you have heard about working at Agnico and what you think it might be like for you.

What about being at the mine site for two weeks at a time – how do you think that will work out for you.

Probes:

What might be hard about that? What might work well?

What does your family think about it?

What have you heard about how well people get along at work?

Probes:

Can you tell me more about that – maybe give me an example?

What about differences between people? Inuit and non-Inuit? Or between English and French?

Or men and women? Or young and old? Southerners/northerners?

Do you think you will feel respected and well treated when you work there?

What have you heard about opportunities for training or promotions at Agnico?

How important would that be for you?

How much do you expect you will learn and advance at Agnico?

Did you ever stop working for AEM and then want to get re-hired? [If so] Can you tell me about that?

Probes:

Why did you stop working for AEM? How long was it before you came back? Why did you want to come back to work for AEM? How long did it take you to be rehired? Were there any conditions or special rules you had to follow?

Finally, if someone could do ONE thing to make it easier for Inuit to get and keep jobs at AEM, what would that be?

Closing

Do you have any other comments to add?

AEM representatives

Participant Demographics

To start, I have just a few questions about you, your role and your work experience. This will help us to focus our discussion.

[Note gender]

Background:

- What job do you do at Agnico Eagle? How long have you been in this current job?
- What about before this job -- How long have you worked at Agnico Eagle? What types of roles were you in previously (at AEM)?
- And briefly, what was your experience before Agnico (particularly with mining, remote sites, Inuit or indigenous workforce)?

Overall, how much experience have you had with Inuit employees (workforce)? [How many, how often, etc.]

- Probe: limited, moderate, extensive?

Entry into these jobs / training / AEM – adapt as appropriate for the participant’s role and experience

What is the process for people to get into these jobs / training / AEM?

Probes:

How does that work? (probe as needed for details)

How does the day-to-day reality of that differ from what the policy is? (That is, what kind of changes had to be made, to make the process really work?)

What is working well?

Probe: For you and the business? For the employees (Inuit? Non-Inuit?)

What challenges arise?

Probe: For you and the business? For the employees (Inuit? Non-Inuit?)

Do you have any insights into what the experiences and perspectives of the Inuit candidates / employees might be? That is, how do they see it? And same question about non-Inuit candidates / employees?

What might make the process work better?

Probe: Have you seen or heard about other approaches that work well or that might be worth considering or adapting here?

Working / Training here – adapt as appropriate for the participant’s role and experience

Now let’s talk about the experience of having Inuit employees working here (or in this training program).

In general, how successful have Inuit been in these jobs / training?

What factors seem to make the biggest difference? First, let’s consider which ones contribute to Inuit succeeding in these jobs / training?

Probes: For example, some factors that might make a difference are:

- Work performance
- Attendance / absences
- Attitude
- Cultural “fit”
- Discipline process / record
- Ideas they have (contribute?)
- Skills – previous training, literacy, previous experience, etc.
- Personal factors (home life, substance use, ability to adapt to the work environment, etc.)
- The work environment and the team they’re working with
- The nature of the jobs / training
- Other?

What gets in the way of them succeeding here?

Probes: as above

What has been your experience with workers who have particular challenges (physical, mental, emotional ...) – i.e., disabilities or limitations of some sort?

Do you have any insights into what the experiences and perspectives of the Inuit employees / trainees might be? That is, how do they see it? (The successful ones and the less successful ones) And same question about non-Inuit employees / trainees? (The successful and the less successful ones)

What has been your experience with working with or training Inuit employees? That is, what have you found works well for you? What have been your challenges?

What can you tell me about the dynamics of the work group here? (or training group).

Probes:

How well do people work together?

What about outside of the work shift?

What about language barriers or cultural differences?

What do you think influences those dynamics?

Opportunities for Learning & Development – adapt as appropriate for the participant’s role and experience

Now let’s talk about opportunities that these jobs / training can provide to people.

What about opportunities for advancement? Or other types of learning & development?

Probes:

What are the opportunities?

How do people get access to those?

[As appropriate, repeat earlier questions such as policy vs. practice; factors that influence who gets those opportunities; barriers / enablers to Inuit advancement; etc.]

Do you have any insights into what the experiences and perspectives of the Inuit employees / trainees might be, regarding opportunities for development? That is, how do they see it? (the successful ones and the less successful ones) And same question about non-Inuit employees / trainees? (The successful and the less successful ones)

What might make the process work better?

Probe: Have you seen or heard about other approaches that work well or that might be worth considering or adapting here?

Moving on from these jobs / training – adapt as appropriate for the participant’s role and experience

Probably not everyone stays in these jobs / training forever! Now let’s talk about who leaves, in what circumstances. We have already talked a bit about opportunities for learning and development.

In your experience, what is turnover like, in these jobs / training programs? That is, how many (or how frequently do) people leave (voluntarily or not)?

What is the impact of that turnover on you / your operation / the business?

Probes:

How much of that turnover is desirable? (You would rather that the person stayed)

What can you tell me about what prompts those departures?

Probes:

Why do most people leave? (Voluntarily? Not? Due to what reasons?)

What is the timeframe, for most people? (just an estimate)

Where do they go from here? (e.g., other jobs at AEM, other external jobs, not other paid employment, etc.)

How candid do you think people are, about the real reason for leaving?

AFTER someone leaves, what do you know about what happens with the person's relationship with AEM or your work group, more specifically?

Probes (for transfers within AEM as well as for people who left AEM):

Is there any follow-up contact?

Do people who have moved to another AEM job ever come back here?

For someone who has left AEM entirely, what about re-hiring the person back into AEM or back into this particular work group – what is your experience with that? What is the process?

AFTER someone leaves, do you have any sense of the informal feedback or rumours / reputation – what are people saying?

Overall Comments – adapt as appropriate for the participant's role and experience

We're at our last set of questions.

Just before I ask you what you think is most important, is there anything else about barriers or solutions we should have talked about?

Now thinking back to all we have talked about ...

What do you think is the biggest barrier to Inuit employment and advancement at AEM?

What is the most helpful to Inuit employment and advancement at AEM?

What is one thing that would make the biggest difference to the employment and advancement of Inuit at AEM? That is, if someone could do ONE thing to make it easier for Inuit to get and keep jobs at AEM, what would that be?

What is one thing related to Inuit employment that would make your life easier? Or that would contribute the most to your group's (or the company's) results and success? That is, if someone could do ONE thing, what would that be?

Closing

Do you have any other comments to add?

Elders

We would like to hear about your experiences and ideas on solutions about mining that can be improved in Kivalliq AEM. I have some questions or you can just start by telling me your ideas.

1. Have you ever been to Meadowbank or Meliadine? (If so, can you tell me what you thought about it?)

First, let's talk about employment -- that is, people working at the mine.

1. Do you have any ideas that would or might improve the situation for Inuit who are working at the mine?
2. Do you have any ideas that can be improved, changed or better dealt with to help Inuit workers' get hired and keep jobs at the mine?
3. Do you think that AEM advertise job opportunities to a wide audience within the community?
4. What might be stopping Inuit from getting and keeping jobs at Agnico Eagle mines?
5. What do you think KIA should be doing to improve Inuit employment in mining industry?
6. What is your perspective on having people from the community work at the mines? Would you encourage people to do that? If so, why and if not, why not? What, if anything, would you like to see happen? That is, would you like to see more people take up this type of work and lifestyle? Young people? Or anyone?
7. People who work at the mines are away for two weeks and then they are home for two weeks. Do you have any concerns about people being away from the community?
8. In your view, is working at the mine an individual decision? Or do you see it as a way to help support the community, in the way that hunting and trapping can be (in a traditional lifestyle)? (Maybe by sharing earnings, or being able to buy equipment that would help the community)
9. From what you know about our community, what do you think is difficult for people who might work at the mines // what is easy for them?
10. What have you heard from people who have worked there?
11. From what you have heard, do you think Race is an issue within the mine site? (If so, can you tell me more about it?)
12. Do you have any other comments to add about employment?

Second, can we talk for a few minutes about the overall impact of mining on our families and community? We are asking people about different ways that mining might lead to changes.

1. In your view, what worries you the most about mining here (in the Kivalliq)? (How important is that to you?)
2. What is your greatest hope about a benefit that we might get from mining in the Kivalliq? (How important is that to you?)

Is there anything else that you would like me to know?

Community stakeholders

Note: Stakeholder interviews were semi-structured and adapted to each interviewee to reflect their organization and role.

Background

Role, experience

For employers: Number of employees; availability of temporary / seasonal work; any challenges in filling positions?

Questions

1. From your experience, what are the biggest barriers to employment in your community?
 - Additional probing questions: What factors affect interest in full-time paid work? What barriers to readiness and recruitment are you aware of? What factors affect absenteeism/turnover in your community?
2. What should be done to address these barriers to employment? What are the potential strategies?
 - Additional probing questions: Have [some] employers/organizations already successfully addressed these barriers? How?
3. Would you refer your friends, family members, clients to mining employment? Why, why not?
4. Beyond what we have already talked about, do you have other thoughts or ideas about this topic? Have we missed anything? Is there something that you would like to add?