



TLICHO COMMUNITY SERVICES AGENCY					
OBJECTIVE	ACTIONS	PERFORMANCE MEASURE	MILESTONES		
			2022-2023	2023-2024	2024-2025
GOAL 1: Indigenous Representation Address bias, racism, and discrimination throughout the staffing process, resulting in improved cultural competency in the public service.	Action 1.1: Review all job descriptions to remove systemic barriers and reflect appropriate non-inflated education and experience requirements.	<ul style="list-style-type: none"> # of job descriptions (JDs) reviewed based on 130 filled positions 	25% (33) of JDs reviewed	50% (65) of JDs reviewed	75% (98) of JDs reviewed 10% increase in applicants
	Action 1.2: Review recruitment and retention practices to address barriers. <ul style="list-style-type: none"> Hiring managers complete training on the staffing process, recruitment programs and understanding systemic and unconscious racism and bias within the hiring process. 	<ul style="list-style-type: none"> # of hiring managers who complete the training Increase in incorporation of Indigenous perspectives into policies, and services 	Training launched	30% of hiring managers have completed the training	40% of hiring managers have completed the training



		<p>Action 1.3: Enhance employment opportunities for Indigenous Candidates.</p> <ul style="list-style-type: none">• Establish Indigenous eligibility lists for pre-qualified candidates to be reviewed prior to initiating a job competition.• Develop a networking strategy with post-secondary institutions and Indigenous governments to target Indigenous students.	<p><i># of positions filled without a competition</i></p> <p><i>Increase of Indigenous hires within department</i></p> <p><i>Increased number of candidates added to database</i></p>	<p><i>Launch of eligibility database</i></p> <p><i>Finance to develop a networking strategy with post-secondary institutions and Indigenous governments to</i></p>	<p><i>3 positions are filled with eligibility lists using the Database within MRS</i></p>	<p><i>6 positions are filled with eligibility lists using the Database within MRS</i></p>
--	--	--	---	--	---	---

GOAL 1: Indigenous Leadership	Encourage and support Indigenous people to join and stay with the Public Service by fostering a culturally inclusive workplace that addresses bias, racism and discrimination, and that is free of harassment.	Action 2.1: Ensure that all employees complete Living Well Together: Indigenous Cultural Awareness and Sensitivity Training.	<i># of employees who have completed cultural awareness and safety training</i>	<i>50% of employees have completed training</i>	<i>70% of employees have completed training</i>	<i>80% of employees have completed training</i>
		Action 2.3: Empower GNWT employees to question social norms and discover tools to help them reshape how they see the world and their interactions with each other <ul style="list-style-type: none"> Ensure all employees complete the Equitable Workplace: Cultivating Attitudes of Anti-Racism and Allyship Training. 	<i># of employees who have completed the training</i> <i># of sessions available</i>	<i>15% of employees have completed the Equitable Workplace training</i>	<i>20% of employees have completed the Equitable Workplace training</i>	<i>25% of employees have completed the Equitable Workplace training</i>
		Action 2.4: Ensure employees complete exit interview process that includes questions about employee experiences with bias, racism, discrimination, harassment and cultural insensitivity.	<i># of departing employees were offered exit interviews</i>	<i>Department of Finance to develop exit interview process/questions</i>		<i>15% of departing employees complete an exit interview</i>
	Improve retention of Indigenous employees through professional development and career progression.	Action 2.5: Support employees to identify career pathways and training needs in their Learning and Development Plan as a part of the Performance Development process.	<i># of employees have established performance objectives</i>	<i>Department of Finance will create resources for employees to identify career pathways in their Learning and Development Plan</i>		<i>10% of employees have identified a career path</i>
		Action 2.6: Use the Indigenous Career Gateway Program (ICGP).	<i># of ICGP candidates hired</i>	<i>Minimum of 1 position filled using ICGP</i>	<i>2 positions filled using ICGP</i>	<i>2 positions filled using ICGP</i>
		Action 2.6: Promote the use of transfer assignments and cross-training to encourage mobility and development for Indigenous employees.	<i># of employees on transfer assignments (TA) or Secondments.</i> <i># of employees on TAs filled by Indigenous employees.</i>	<i>Minimum of 10% of TAs filled by Indigenous employees</i>	<i>20% of TAs filled by Indigenous employees</i>	<i>30% of TAs filled by Indigenous employees</i>

Tlicho Community Services Agency-Health & Social Services
INDIGENOUS EMPLOYMENT TARGETS

	CURRENT (March 31, 2022)	SHORT-TERM TARGETS (By March 31, 2024)	MEDIUM- TERM TARGETS (By March 31, 2026)	LONG TERM TARGETS (By March 31, 2028)
Staffed positions				
All filled positions	130	137	137	137
Indigenous Aboriginal employees	76	84	87	90
Net Increase Target	-	+8	+3	+3
Percentage	58%	61.3%	63.5%	65.7%
Indigenous Aboriginal employees by job classification				
Senior Management				
Total employees	3	3	3	3
Indigenous employees (#)	0	0	0	0
Net Increase Target	-	-	-	+1
Indigenous employees (%)	0%	0%	0%	33.0%
Middle management				
Total employees	5	5	5	5
Indigenous employees (#)	1	1	1	1
Net Increase Target	-	-	-	+1
Indigenous employees (%)	20.0%	20.0%	20.0%	40.0%
Positions Requiring University Equivalency				
Total employees	33	33	33	33
Indigenous employees (#)	8	8	9	10
Net Increase Target	-	-	+1	+1
Indigenous employees (%)	24.0%	24.0%	27.3%	30.3%
Positions Requiring University/Trade Equivalency				
Total employees	39	39	39	39
Indigenous employees (#)	20	21	22	23
Net Increase Target	-	+1	+1	+1
Indigenous employees (%)	51.0%	53.8%	56.4%	58.9%
Positions Requiring High School Equivalency or No Formal Education				
Total employees	50	57	57	57
Indigenous employees (#)	47	54	55	56
Net Increase Target	-	+7	+1	+1
Indigenous employees (%)	94.0%	94.7%	96.5%	98.2%

**Job classification definitions:*

Senior Management - Position belonging to DM or SRM union code.

Middle Management - Position belonging to management NOC occupational code.

Professional - Position requiring university equivalency.

Paraprofessional - Position requiring college or trades equivalency.

Administrative - Position requiring high school equivalency.

Tlicho Community Services Agency-Education
Tlicho Community Services Agency-Education
INDIGENOUS EMPLOYMENT TARGETS

	CURRENT (March 31, 2022)	SHORT-TERM TARGETS (By March 31, 2024)	MEDIUM- TERM TARGETS (By March 31, 2026)	LONG TERM TARGETS (By March 31, 2028)
Staffed positions				
All filled positions	193	193	193	193
Indigenous Aboriginal employees	96	98	100	102
Net Increase Target	-	+2	+2	+2
Percentage	49.7%	50.8%	51.8%	52.8%
Indigenous Aboriginal employees by job classification				
Senior Management				
Total employees	2	2	2	2
Indigenous employees (#)	1	1	1	1
Net Increase Target	-	-	-	-
Indigenous employees (%)	50.0%	50.0%	50.0%	50.0%
Middle management				
Total employees	10	10	10	10
Indigenous employees (#)	2	2	2	2
Net Increase Target	-	-	-	-
Indigenous employees (%)	20.0%	20.0%	20.0%	20.0%
Positions Requiring University Equivalency				
Total employees	101	101	101	101
Indigenous employees (#)	21	22	23	24
Net Increase Target	-	+1	+1	+1
Indigenous employees (%)	20.8%	21.7%	22.8%	23.8%
Positions Requiring University/Trade Equivalency				
Total employees	12	12	12	12
Indigenous employees (#)	10	10	10	10
Net Increase Target	-	-	-	-
Indigenous employees (%)	83.3%	83.3%	83.3%	83.3%
Positions Requiring High School Equivalency or No Formal Education				
Total employees	80	80	80	80
Indigenous employees (#)	65	66	67	68
Net Increase Target	-	+1	+1	+1
Indigenous employees (%)	81.3%	82.5%	83.8%	85%

**Job classification definitions:*

Senior Management - Position belonging to DM or SRM union code.

Middle Management - Position belonging to management NOC occupational code.

Professional - Position requiring university equivalency.

Paraprofessional - Position requiring college or trades equivalency.

Administrative - Position requiring high school equivalency.