

and Social Services is posted on the GN website and it does contain the reference to priority hiring. The ad for the comptroller general is now presently, this morning, on my desk. It does contain the reference and it will be posted on the website very shortly. It did contain the reference when it came to my desk; it just hadn't been posted yet.

As for the southern ads, the request has been made for the priority hiring to be included. It was an oversight and again, apologies from the Department of HR for that. These positions definitely come under the priority hiring and priority hiring will be applied.

The second question was why we were using an outside agency for these particular positions. As noted in the Auditor General's report, there are key positions that we are having difficulty filling and these are two very important positions with the government. It is very unusual for us to use a recruitment agency, but in these particular key positions we felt that it would be worthwhile for us to use an outside agency.

The second question in regard to re-profiling vacancies, I wanted to clarify that the question was not in relation to the formal job evaluation process and which we also refer to re-profiling the positions. In the context, re-profiling for job evaluation is a change in the job description requiring a re-evaluation of the position, but not normally requiring a change in incumbents. I wanted to ensure that your question was not in relation specifically to that element of job evaluations.

In answering the question, because HR realizes that we do have priorities with

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capacity gap that is there. Maybe it was possibly my understanding or maybe I need to ask the Minister more.

So what you're saying is the funding is actually a pot of money that went from the Department of Finance over to HR, and then whoever wants to within the department, I guess the Government of Nunavut, they can put in funding proposals to do training where they feel it's appropriate. Is that correct? Thank you.

Chairman: Thank you, Mr. Elliott. Ms. Wasson.

Ms. Wasson: Thank you, Mr. Chairman. Yes, that is correct. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Elliott.

Mr. Elliott: Thank you, Mr. Chairman. My next question is in regard to some of the talk we have been doing in terms of skills that employees have and also education levels. I know I have asked this question before, but I was wondering if there was any further movement on it in terms of working with other departments within the Government of Nunavut.

Nunavut Arctic College has their Prior Learning Assessment Recognition Program and I know, again, quite a few dollars, a lot of time and energy have been invested in that. It's an amazing program. I'm just wondering if you could give us an update and tell us how that is being used.

One of the things I see is there are a lot of Government of Nunavut employees who have a lot of training. They do workshops and they do bits and pieces of training, and it doesn't come to a certificate of some sort. They have lots of skills, but there is no

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<p>proper study environment.</p> <p>I just encourage the Department of Education to work hand in hand with the Department of Human Resources to develop a strategy to encourage completing high quality graduates who can move on to post-secondary [education] and then gain these positions. That was just a comment. Thank you very much, Mr. Chairman.</p> <p>Chairman: Thank you, Mr. Aupaluktuq. Mr. Ningark.</p> <p>Mr. Ningark: Thank you, Mr. Chairman. Without losing sight of career training plans within the public service and the business action plan of the Government of Nunavut, paragraph 12 of the Auditor General’s report notes that “... a great majority of positions in the public service require educational qualifications.”</p> <p>Madam Deputy Minister, your department has been engaged in a government-wide review of job descriptions for a number of years.</p> <p>Thank you. My microphone is speaking for me.</p> <p>The objective of this exercise has been to lower artificial barriers to Inuit employment. Based on your department’s work to date, approximately what percentage of the government’s jobs genuinely require post-secondary educational qualifications in order for them to be successfully performed? Thank you, Mr. Chairman.</p> <p>Chairman: Thank you. Ms. Wasson.</p> <p>Ms. Wasson: Thank you, Mr. Chairman. I will defer that question to later in the session when I can obtain that information.</p>	<p>በርጉሞም ማህተም ለገደብ ልክ ለከፍተኛ የሥራ ማህተም ለማግኘት ማህተም ለማሰጠት ማረጋገጥ ይቻላል። ርዕይ ምክርቤት ለማሰጠት ማረጋገጥ ይቻላል።</p> <p>ጠቅላይ ሚኒስትር (ጋኅጎባታ): ማህተም ለክፍለ-ገዢዎች ለማሰጠት ማረጋገጥ ይቻላል። ርዕይ ምክርቤት ለማሰጠት ማረጋገጥ ይቻላል።</p> <p>ሙሉ ሚኒስትር (ጋኅጎባታ): ማህተም ለክፍለ-ገዢዎች ለማሰጠት ማረጋገጥ ይቻላል። ርዕይ ምክርቤት ለማሰጠት ማረጋገጥ ይቻላል።</p> <p>ገጠናዎች ለማሰጠት ማረጋገጥ ይቻላል። ርዕይ ምክርቤት ለማሰጠት ማረጋገጥ ይቻላል።</p> <p>ማህተም ለክፍለ-ገዢዎች ለማሰጠት ማረጋገጥ ይቻላል። ርዕይ ምክርቤት ለማሰጠት ማረጋገጥ ይቻላል።</p> <p>ጠቅላይ ሚኒስትር (ጋኅጎባታ): ማህተም ለክፍለ-ገዢዎች ለማሰጠት ማረጋገጥ ይቻላል። ርዕይ ምክርቤት ለማሰጠት ማረጋገጥ ይቻላል።</p> <p>ጠቅላይ ሚኒስትር (ጋኅጎባታ): ማህተም ለክፍለ-ገዢዎች ለማሰጠት ማረጋገጥ ይቻላል። ርዕይ ምክርቤት ለማሰጠት ማረጋገጥ ይቻላል።</p>
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human resource department. As it is noted in the Auditor General’s report, “departments must first have an understanding of their current workforce, vacant positions, and related gaps in skills and experience.” How is your department going to ensure that all departments collect and analyze the appropriate information related to the workforce gaps in a manner that will allow for it to be assessed on a government-wide basis? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Rumbolt. Ms. Wasson.

Ms. Wasson: Thank you, Mr. Chairman. Through our HR strategy we will develop a cohesive relationship with the departments. Again I refer to the Building Capacity Committee. The HR strategy will be developed through that committee and through the support of the Deputy Ministers, so we will have everybody on board and approving the strategy as we go.

Right now we do have a lead group also that the deputies have; I call them my brainpower group that makes recommendations to the deputy ministers committee. Each one of these brain people, there are people from the IT community, people from policy, people from all over that make recommendations as to how we can ensure that we’re working together and working towards the same goals. It’s going to certainly be a challenge, but we have a great team. Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Wasson. Anybody else? If not, we will move on to the next paragraphs. We will move on to Staffing, paragraphs 39 to 62. Are there any questions? We will give you a chance to think about it there and then get back to you. Mr. Aupaluktuq.

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done that kind of analysis, but certainly, compared to the other territories, the challenge appears to be much greater in Nunavut.

The question included a comment about time, and I think that Mr. Elliott mentioned gender priority hiring in other jurisdictions and I haven't studied this in history, but certainly there was a time when women were not going to university or not completing high school in the same numbers as males and females were not attending university and completing university in the same numbers as males. So back then when people wanted more equality in society, it still took some time.

The solution was clearly in societal changes, attitudes, affirmative action and priority hiring, and those things, but also the solution was in people of that group finishing high school with the same quality as males and finishing university with the same quality of education as males. I think, in the south, that is clearly the case. I know in our office a number of years ago, maybe 15 or 20 years ago, we were very focused in some of those gender issues and now we are not because I think that the vast majority of students going through university and studying accounting now are female, so we do not have to focus on that so much.

I think, in terms of Nunavut, as we mentioned earlier, a lot of the professional levels will take time, and you know, it's high school, it's university, and it's joining professional organizations and the likes that will see the solution at that level. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Campbell. Mr. Elliott.

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ᑕᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕ ᑕᑕᑦᑕᑦᑕ
ᐊᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕ
ᑕᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕ
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ᑕᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕ.

ᑕᑕᑦᑕ ᐊᓗᓗ ᐱᐅᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕ
ᑕᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕ
ᑕᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕ
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ᑕᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕᑦᑕ.

ᐊᑦᑕᑦᑕᑦᑕᑦᑕ (ᑕᑕᑦᑕᑦᑕᑦᑕ): ᑕᑕᑦᑕᑦᑕᑦᑕ ᑕᑕᑦᑕ ᑕᑕᑦᑕᑦᑕ.
ᑕᑕᑦᑕ ᐊᑦᑕᑦᑕ.

think, in Nunavut. When we were completing this audit, we organized and asked for a meeting with Deputy Ministers. We got five or six of them, I believe, in the room at one time dealing with the issues in this chapter, even though some of the issues were specific only to certain departments. I would just say that that's very difficult to do in the federal government. We had no problem attracting Deputy Ministers to come to a meeting to deal with those issues.

I think that once the data is available and better information is available, I think that people will be willing to get together and work together on it. Thank you.

Chairman: Thank you, Mr. Campbell. Mr. Elliott.

Mr. Elliott: Thank you, Mr. Chairman. Thank you for that answer. I wanted to redirect a similar question to both the Department of Education's Acting DM, who is here with us today, and also to the Department of Human Resources.

The audit that has been done within the past year was tabled in the House in March, so both departments have had a lot of time to look at it and have had time to meet and discuss different options. What I would like to know is if each of the Deputy Ministers could give us some insight as to how you see working together on making this connection, like the Auditor General's office was saying, in terms of bringing education and human resources to the table to work together to solve this problem.

So maybe if we start with human resources and then go to the Department of Education. Thank you.

Chairman: Thank you, Mr. Elliott. Ms.

ለክሊሮናፍከር ኃር ከባላፍጠሮቻቸው ጠቅላይ ሚኒስትር ጋር ሲገናኙ፣ ርዕረድ፣ 6-ኛው ክፍል ለሰርተፊኬት ያላቸው ሰራተኞች ለሰርተፊኬት ለማግኘት ለሚችሉት ሰራተኞች ይጠቅሳሉ። ለሰርተፊኬት ለማግኘት ለሚችሉት ሰራተኞች ይጠቅሳሉ።

ይህን አጠቃላይ መረጃ ለማስገኘት ለሚችሉት ሰራተኞች መረጃውን ለማግኘት ይረዳሉ። ለሰርተፊኬት ለማግኘት ለሚችሉት ሰራተኞች ይጠቅሳሉ።

ጠቅላይ ሚኒስትር (ጋንላባይ): ፊደል ሆኖ ጠቅላይ ሚኒስትር ሊሆን ይችላል።

ጠቅላይ ሚኒስትር (ጋንላባይ): ፊደል ሆኖ ጠቅላይ ሚኒስትር ሊሆን ይችላል። ጠቅላይ ሚኒስትር ለሆኑት ሰራተኞች ማህበራዊ ጥበቃ መስጠት ይቻላል። ጠቅላይ ሚኒስትር ለሆኑት ሰራተኞች ማህበራዊ ጥበቃ መስጠት ይቻላል።

የሰርተፊኬት ለማግኘት ለሚችሉት ሰራተኞች ማህበራዊ ጥበቃ መስጠት ይቻላል። የሰርተፊኬት ለማግኘት ለሚችሉት ሰራተኞች ማህበራዊ ጥበቃ መስጠት ይቻላል። የሰርተፊኬት ለማግኘት ለሚችሉት ሰራተኞች ማህበራዊ ጥበቃ መስጠት ይቻላል።

ጠቅላይ ሚኒስትር ሆኖ ማህበራዊ ጥበቃ መስጠት ይቻላል።

ጠቅላይ ሚኒስትር (ጋንላባይ): ፊደል ሆኖ ጠቅላይ ሚኒስትር ሊሆን ይችላል።

actually helped me to ask questions a bit better in terms of knowing and asking government departments what they need to make sure things happen in the way that they have to happen, with the realization of knowing that we don't have a huge pile of money sitting somewhere to implement programs and training.

But what do both of your departments need to sort of make sure that the education works, that the human resources department works, and we work towards making sure that we have a representative government? Thank you.

Chairman: Thank you, Mr. Elliott. Ms. Wasson.

Ms. Wasson: Thank you, Mr. Chairman. What do we need? Well, firstly I can always say we need more money and that just seems like it could be endless, but we do need continued support for our programs and services. The only thing that I'm targeting that you may see me come and ask money for is for the Recruitment and Retention Strategy. At this point, we don't know what that will look like. We have developed a business case, but it will be expanded upon when we finish our Human Resource Strategy. Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Wasson. Mr. Geikie.

Mr. Geikie: Thank you, Mr. Chairman. For education, there are a couple of things that we see as beneficial to the direction that we're going, especially in our K-12. Most importantly it is to continue to have the support, as what we have been hearing here today, for our students and for our staff in our school system and encouraging our youth to attend with the message that it

ሰፊ የሥራ እንቅስቃሴዎችን ለማስፈጸም የሚያስችል ልዩ ስራ አፈጻጸም ለማሳካት ይህ ድጋፍ ለማስፈጸም ይረዳል።

ለሥራ አፈጻጸም ስልጠናዎችን እና ሌሎች የሥራ አፈጻጸም ስልጠናዎችን ለማስፈጸም ልዩ ድጋፍ ለማስፈጸም ይረዳል?

አዲስ አበባ (ጋኒንጋል): ሊገኝ ይችላል።

አዲስ አበባ (ጋኒንጋል): የደንበኞችን አገልግሎት ለማረጋገጥ የሚያስፈልግ ሰው ኃይል ለማስፈጸም ይረዳል። ለሥራ አፈጻጸም ስልጠናዎችን ለማስፈጸም ይረዳል።

አዲስ አበባ (ጋኒንጋል): የደንበኞችን ግንኙነት ማረጋገጥ ይረዳል።

ሰዋ (ጋኒንጋል): የደንበኞችን አገልግሎት ለማረጋገጥ ይረዳል። ለሥራ አፈጻጸም ስልጠናዎችን ለማስፈጸም ይረዳል። ለሥራ አፈጻጸም ስልጠናዎችን ለማስፈጸም ይረዳል። ለሥራ አፈጻጸም ስልጠናዎችን ለማስፈጸም ይረዳል።

is not okay to be away and that they should be in school so that our staff have an opportunity to work with them on a regular basis, a daily basis.

The government has given the Department of Education some significant resources for K-12 and we're most appreciative of that. As the DM of HR has indicated, we can always use more but we're thankful and we're working hard to ensure those resources that have been given are utilized to the best of our ability for our children. Thank you.

Chairman: Thank you, Mr. Geikie. Mr. Ningark.

Mr. Ningark: Thank you. My question is to the Auditor General's office.

Mr. Chairman, I think that we have to recognize that we have this immediate problem that needs immediate responsibility in the system in order to address the things that we want to achieve within our term.

This is for the Office of the Auditor General. In September 2009, during the review of your 2009 report on financial management practices in the Government of Nunavut, we had some discussions on the need for more education and long-term planning in order to fill professional positions. It was stated that human resources needs are not going to be resolved by a two-month training program.

My question to the Office of the Auditor General is this: given the reality, how can the government best address each immediate responsibility to have a competent workforce that can effectively deliver programs and services to the public? Thank you, Mr. Chairman.

ሲግኔታዎች ለሰጠው ጥረትና ለሰጠው ማህበራዊ ጥራት ለግልጽ ሆኖ ተሰጥቶታል። ለደብዳቤው ለሰጠው ጥረትና ለሰጠው ማህበራዊ ጥራት ለግልጽ ሆኖ ተሰጥቶታል። ለደብዳቤው ለሰጠው ጥረትና ለሰጠው ማህበራዊ ጥራት ለግልጽ ሆኖ ተሰጥቶታል።

ጠቅላይ ሚኒስትር (ጋኒትባህያ): ነፃነት ምዕራብ ግንብ ማህበራዊ ጥራት ለግልጽ ሆኖ ተሰጥቶታል።

ምክርቤት (ጋኒትባህያ): ለሰጠው ጥረትና ለሰጠው ማህበራዊ ጥራት ለግልጽ ሆኖ ተሰጥቶታል። ለደብዳቤው ለሰጠው ጥረትና ለሰጠው ማህበራዊ ጥራት ለግልጽ ሆኖ ተሰጥቶታል።

ክፍለ-ጊዜው ለሰጠው ጥረትና ለሰጠው ማህበራዊ ጥራት ለግልጽ ሆኖ ተሰጥቶታል። ለደብዳቤው ለሰጠው ጥረትና ለሰጠው ማህበራዊ ጥራት ለግልጽ ሆኖ ተሰጥቶታል።

ገቢ ለሰጠው ጥረትና ለሰጠው ማህበራዊ ጥራት ለግልጽ ሆኖ ተሰጥቶታል። ለደብዳቤው ለሰጠው ጥረትና ለሰጠው ማህበራዊ ጥራት ለግልጽ ሆኖ ተሰጥቶታል። ለደብዳቤው ለሰጠው ጥረትና ለሰጠው ማህበራዊ ጥራት ለግልጽ ሆኖ ተሰጥቶታል።

ግንብ ማህበራዊ ጥራት ለግልጽ ሆኖ ተሰጥቶታል። ለደብዳቤው ለሰጠው ጥረትና ለሰጠው ማህበራዊ ጥራት ለግልጽ ሆኖ ተሰጥቶታል። ለደብዳቤው ለሰጠው ጥረትና ለሰጠው ማህበራዊ ጥራት ለግልጽ ሆኖ ተሰጥቶታል።

Chairman: Thank you, Mr. Ningark. Mr. Campbell.

Mr. Campbell: Thank you, Mr. Chairman. Again I thank the Member for the question. We have talked here today about some of the longer term issues, education, and all of those things, but the Member raises a question about what can be done now.

I think it's quite clear that the whole problem cannot be resolved only on short-term fixes, but there are some that we believe can help move things along. In the chapter, we talk about faster staffing and we hear stories about people who either apply for jobs in the GN and it takes 318 days to get resolved or they go and do something else. Speeding up the staffing, I think, would be something that would be more helpful to solve part of the problem.

I think that we also talked in the chapter about training and there are some training programs that we talked about, most of which are properly funded and yet, in some of them, people are not completing these training programs. So people are entering them, for some reason they're not completing them, and I think that the government needs to know why that's the case. If people are taking the time to join a program, they clearly want to do that program and better themselves and get more skills, and if it's not happening, the government needs to know quickly why it's not happening and try and make that fixed.

We also talked about using the human resource tools. A performance appraisal is something that all employees should get. A performance appraisal allows for the discussion between the manager and employee, and allows part of that discussion to be about development: what

ፍጥነት ለማሳደግ ነው።

አባላቱ: (ጋክጋሪ): ፍጥነት ለማሳደግ ስንት ነው?

ቤት: (ጋክጋሪ): ፍጥነት ለማሳደግ ፍጥነት ለማሳደግ ስንት ነው? ለሌሎች ለማሳደግ ስንት ነው? ለሌሎች ለማሳደግ ስንት ነው?

ጋዎች ለማሳደግ ስንት ነው? ለማሳደግ ስንት ነው? ለማሳደግ ስንት ነው? ለማሳደግ ስንት ነው? ለማሳደግ ስንት ነው? ለማሳደግ ስንት ነው? ለማሳደግ ስንት ነው?

ለማሳደግ ስንት ነው? ለማሳደግ ስንት ነው? ለማሳደግ ስንት ነው? ለማሳደግ ስንት ነው? ለማሳደግ ስንት ነው? ለማሳደግ ስንት ነው? ለማሳደግ ስንት ነው?

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are the skills, what are the training we do with our staff all the time, twice a year, what are the skills that you need, what is the training that you need, how is your career progressing, what can we do to help the employee. That is something that the government could and should do right away. Exit interviews, analyzing that information from exit reviews: why do people leave the GN?

If I may, Mr. Chairman, there are a couple of others, so I'll just get on my hobby horse here. When you look at page 15 of the report, Exhibit 5, if we look at the occupational categories, there have been discussion about the professional category and what a high mountain that is to climb and how long it will take people to get up there. When I look at that categorization, there is middle management and senior management.

I would presume that the government would hope to fill the senior management positions with people flowing through the middle management positions. So I would suggest that there would be a different strategy specific to that. I would presume that the middle managers already have a significant responsibility, the skills, expertise, and knowledge. So there's an area where training and development, I think, could probably have a bigger impact just in trying to move people between these two categories.

Again, I think Mr. Okalik might have been out of the room when I made an earlier comment that Mr. Okalik had made, I referred to it, that the government could take steps to make it more exciting and appealing for Nunavummiut to work in the government and take steps to try and make the Government of Nunavut the employer of choice. There are things that the

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hero and actually a role model, and that was very surprising to her. But at the moment of her celebration, I guess she was overwhelmed with emotion, realizing how much she had to sacrifice and she did it. This year, we had another young mother return back to school and she's got three children. She singled out her family and extended family members and relations for providing child care. I am very proud of these two who graduated.

But I think another avenue that the Department of Education may assist in, Mr. Chairman, is that we might need to enhance daycare support as well. I am glad that FANS increased their living allowance for students, but the fact of the reality is most books in university, post-secondary, even used, can cost anywhere from \$1,400 to over \$2,000. To me and in my own personal experience, that caused a lot of difficulties, not able to obtain the quality books. We had to share books; we were up most of the night and couldn't stay focused the next day. That was an obstacle.

Getting back to daycare support, I think that we need to clearly identify who is responsible and who takes a role in providing daycares, and I think that is something that can be entertained in the next coming legislation. I believe we need to enhance support in daycare, identify who operates and maintains the expansions of daycares and availabilities. Some young parents and even single fathers stressed that if they had daycare availability, they could a lot better.

We also need to provide more cultural support for those who are attending or will be attending post-secondary [institutions]. I think we need to prepare them for the cross-cultural differences of moving south. One very good example is Nunavut

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need people to train them. Within the department, because of the lack of capacity, they couldn't find people to train them. So people were interested in taking the training but they lacked people to do the training.

In all of that, I think that the point is that yes, it's both a question of dollars but it's also a question of having people there to oversee these programs. We're not sure; as you know, an analysis hasn't been done as to why people don't complete the program, but certainly it is one of the reasons. Thank you, Mr. Chairman.

Chairman: Thank you. Ms. Ugyuk.

Ms. Ugyuk: My next question is on paragraph 38 to the Auditor General. Your report states, "... that departments spent 37 percent to 112 percent of their unused payroll budget on people working on contract, overtime, and as casuals to do the work of vacant positions." Compared to what you observe in your audits of the federal government and the governments of the NWT and the Yukon, are these spending patterns unique in Canada? Thank you.

Chairman: Thank you. Mr. Campbell.

Mr. Campbell: Thank you, Mr. Chairman. Thank you for the question. As we mentioned previously in the hearing, we haven't done a real detailed analysis of those comparisons, but we haven't seen, in any other jurisdiction that we audit, that human resource capacity issue. It doesn't appear as big an issue elsewhere as it does in Nunavut. In Nunavut, it seems to be a very big problem.

What you see there with those spending patterns is a consequence of that, where

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perform better.

What does the department do to ensure that that employee is either monitored, or mentored, or provided with the skills to keep the position? Part of the reason I am asking that is a few years ago, one of the departments that's responsible for finding out and was concerned about the retention of Inuit employees was going around to the communities asking why sometimes employees bounce from job to job.

One of the things that I had heard in one of the conversations was the fact that they just felt like they were sinking in the position that they had. Obviously they were given a position, again someone very capable of doing the work and works towards filling the 85 percent of the Inuit workforce that we're working for, but constantly felt like they were going to a job where they didn't have the skills or the training that they needed.

We don't want to set people up to fail. So once we directly appoint someone, what does the department do to ensure, that when we retain that employee and train that employee, that they feel confident in the job that they are doing? Thank you.

Chairman: Thank you, Mr. Elliott. Ms. Wasson.

Ms. Wasson: Thank you, Mr. Chairman. The nine departments have a responsibility to provide support, but the Department of Human Resources is responsible for actually providing the tools. We do have some tools that we do provide, such as our learning plans, our training programs, and also our performance appraisal process. So the departments can come to the Department of HR and ask for these types of support for their employees. Thank you,

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Just to add to what Ms. Salvail had said when she talked about the exit surveys I really think that the absence of every employee getting an appraisal is a really important factor as well.

Very often, when you do those evaluation appraisal discussions with employees, you can find out in that discussion that perhaps the person is not fully happy in their job or there is something going wrong. Through those discussions, Mr. Chairman, you can identify early enough, maybe sometimes early enough, to make adjustments to change some factors of the jobs to help them not resign and go somewhere else. I think that's a hugely important tool.

I think, quite honestly, everywhere else in other jurisdictions and departments that I have audited, you see this all of the time. I'll just talk about the Office of the Auditor General. If I don't do the appraisal for all of my staff twice a year, Sheila Fraser gets a list of that and she is on the phone. It's easy to monitor, it's easy to manage, and it's really important. I'm not quite sure if the Deputy Minister was really saying that they are absolutely going to be mandatory across the government. I had comments about encouraging people and education and training staff to do them.

I think what's really vital, and we put this in a recommendation, is that we would like to see a policy and performance management that requires department managers to conduct the performance evaluations. I think I just want to stress that point. It really should be required. It's not only an obligation for management but I think employees deserve to have the feedback and that discussion at least once or twice a year. So I just want to emphasize the fact that they should be required. Thank you, Mr. Chairman.

ለክፍሉ ደንብ ማሻሻያ ስራ ላይ ለሚገኙ ሰራተኞች ማህበራዊ ምርመራ ማድረግ ለማድረግ ማስፈጸም አስፈላጊ ነው።

ልዩ ጥያቄዎች (ጋራ ጉዳይ): ገዢ ስራ ላይ ለሚገኙ ሰራተኞች ማህበራዊ ምርመራ ማድረግ አስፈላጊ ነው።

ስራ (ጋራ ጉዳይ): ማህበራዊ ምርመራ ማድረግ ለማድረግ ማስፈጸም አስፈላጊ ነው። ለሰራተኞች ማህበራዊ ምርመራ ማድረግ ማስፈጸም አስፈላጊ ነው።

ይህ ስራ ለሰራተኞች ማህበራዊ ምርመራ ማድረግ አስፈላጊ ነው። ለሰራተኞች ማህበራዊ ምርመራ ማድረግ አስፈላጊ ነው። ለሰራተኞች ማህበራዊ ምርመራ ማድረግ አስፈላጊ ነው።

ርዕዮተኛው ስራ ላይ ለሚገኙ ሰራተኞች ማህበራዊ ምርመራ ማድረግ አስፈላጊ ነው። ለሰራተኞች ማህበራዊ ምርመራ ማድረግ አስፈላጊ ነው። ለሰራተኞች ማህበራዊ ምርመራ ማድረግ አስፈላጊ ነው።

guess. Thank you.	ငံ့သံ့ခင်္ဂါ့.
>> <i>Committee adjourned at 14:27</i>	>>ပင်္ဂါ့ငံ့ခင်္ဂါ့ 14:27