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GDI (1980-2017)

Proud Past, Bright Future



GDI Communicator

The GDI Communicator is an internal newsletter intended to increase communication between management and staff of the Gabriel Dumont Institute of Native Studies and Applied Research

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GDI Apprenticeship Project Exceeds All Targets

By James Oloo

In February 2015, Gabriel Dumont Institute and Western Economic Diversification Canada officially announced a three-year \$8.9 million GDI Aboriginal Apprenticeship Project (2014-2017) with a federal investment of \$3.1 million. The new project had five key goals: 1) create at least 150 new trades-related apprenticeship jobs; 2) partner with 100 new employers in 15 different trades; and 3) 100 Aboriginal participants indentured (registered) with the Saskatchewan Apprenticeship and Trade Certification Commission (SATCC) as apprentices. Others included; 4) 50 apprentices complete one term of technical training; and 5) 50 participants complete trades-focused General Educational Development (GED).

As at June 30, 2017, the GDI Aboriginal Apprenticeship Project has met and surpassed all the five performance indicators. The Project has created a total of 406 new trades-related jobs for our Aboriginal participants across Saskatchewan. The 406 refers to unique participants who were placed with employers – in 605 positions. This represents 270% of the project's goal of 150 new apprenticeship jobs.

Of the 406 Aboriginal participants who have been placed with employers, 46 (or 11%) are women and 360 (89%) are men. By comparison, there were 9,437 registered apprentices in Saskatchewan in 2015-2016, 9.3% (or 879) of whom were women and 90.7% men.

Further, while women are underrepresented in the Saskatchewan apprenticeship system, they make up even a smaller proportion of apprentices who are registered in traditionally male trades (such as carpenter, plumber, and electrician). For example, in 2015-2016 (the latest figures available), just 5.0% (or 464) of the 9,437 registered apprentices in the province were women in the traditionally male trades. Although the proportion of the GDI Aboriginal Apprenticeship Project participants who are women in the traditionally male trades was relatively low at 9.3% (or 38 women out of a total of 406 participants), GDI fared better than the Saskatchewan numbers at 9.3% versus 5.0% respectively. Are women less likely to choose traditionally male trades? There were 879 registered women apprentices in Saskatchewan in 2015-2016. Of these, 464 (or 52.8%) were registered in traditionally male trades. And at the GDI Aboriginal

Apprenticeship Project, 38 (or 82.6%) of the 46 women participants are in the traditionally male trades. In this illustration, we have used total Saskatchewan apprentice numbers for just one year, namely, 2015-2016 as presented in the Saskatchewan Apprenticeship and Trades Certification Commission (SATCC) Annual Report. The registered number of apprentices in Saskatchewan often fluctuates from year to year.

Another target of the GDI Aboriginal Apprenticeship Project was to partner with 100 small and medium-sized employers in 15 different trades. As of June 30, 2017, GDI Training and Employment has partnered with 245 employers in 30 different trades. There are 49 designated trades and 20 sub-trades in Saskatchewan.

A GDI Aboriginal Apprenticeship Project participant is indentured (that is, registered as an apprentice in the province of Saskatchewan) with the SATCC after 90 days of start of work. As of June 30, 2017, 154 participants in the GDI Aboriginal Apprenticeship Project have been indentured with the SATCC as Year I apprentices. This represents 154% of the project target of 100 indentured participants.

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GDI Board of Governors

Gabriel Dumont Institute
invites applications for
Member,
GDI Board of Governors
Northern Region II
(Clearwater – La Loche,
Buffalo Narrows and Area).

Please submit application to:

Mr. Leonard Montgrand,
Area Director
c/o La Loche Friendship Centre
PO Box 580
La Loche, SK S0M 0J0
Email:
Leonard.Montgrand@yahoo.ca

OR

Mr. Geordy McCaffrey,
Executive Director
Gabriel Dumont Institute
917 22nd Street West
Saskatoon, SK S7M 0R9
Email:
geordy.mccaffrey@gdi.gdins.org

Application deadline:
August 1, 2017.

Current Board Members

Métis Nation–Saskatchewan
Minister of Education:
Earl Cook

Northern Region I:
Glenn Lafleur

Northern Region II:
Vacant

Northern Region III:
Jimmy Durocher

Western Region I:
Mavis Taylor (on leave)

Western Region IA:
Jackie Kennedy

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Eastern Region IIA:
Dennis Langan

Eastern Region III:
Vacant.

Integrated Resource Management Program Begins

By Daniel Downs

Much has been put out in the media over the past several months regarding the Integrated Resource Management (IRM) program. There have been colorful pictures detailing many Saskatchewan landscapes... from Southern Grasslands to Northern Boreal Forest; Marshlands and Wildlife; Watershed Areas and Shorelines.

What wasn't apparent in those photos however are the stories that accompany professionals who work in Saskatchewan's environment sector; those charged with not only protecting the province's abundant beauty now, but ensuring that Saskatchewan remains an environmental wonder for years to come.

And while there are many stories to tell of those that work to protect and enhance Saskatchewan's environment, I am choosing to tell a different story; a story that has not yet been put to paper. A story of 12 potential students coming together in

Saskatchewan's North to learn about Resource Management and Environmental protection.

The story of these 12 students begins as many stories do, several years ago. It begins with them hunting and fishing alongside their parents and grandparents, sledding the back country with cousins, and chopping a cord of wood with their uncle to give to a community member in need. While all these students will come from different families and communities, they share the universal love and respect for the outdoors; a respect that has brought them to the IRM program.

The Integrated Resource Management program is a Saskatchewan Polytechnic brokered program that will be delivered in partnership Dumont Technical Institute, North West Communities Management Company, Northlands College, as well as GDI Training & Employment. Year 1 of this 2-year Diploma program will be offered in Buffalo Narrows, allowing

students to experience training in their own region. Being offered in Buffalo Narrows not only allows students to continue to access familial and community support for the entire first year of training, but also allows them to continue to experience one of the most unique and diverse ecosystems in the world. The students will proceed to Prince Albert for their second year of training at the Saskatchewan Polytechnic Campus while maintaining ties to the North where they will be returning often during their second year for program work and northern excursions.

There is much more I could put on paper regarding this program, but I think it would be best for the story to write itself through the 12 students who are poised to take their place in Saskatchewan's environment sector.

A video of the IRM program is available at <https://www.facebook.com/gabriel.dumont.institute/videos/vb.287212091316863/1521037827934277/?type=2&theater>

Top Five Trending Issues in Human Resources Today

By Jim Edmondson

In 2017, companies and human resource (HR) professionals are faced with different challenges than in the past. The challenges include issues such as the economy, how to manage transformational change and increasing technological advances. As well, there is also the challenge of employee recruitment and retention.

These and a multitude of other systemic or environmental

factors can lead to frustration, dissatisfaction and confusion in the workplace.

Some of these alterations in the environment and workplaces can be predicted based on the overall stability of the sector that an organization operates. Companies and HR professionals need to be prepared to react and adapt to events quickly in order to survive. Among the top five

trending issues in human resources for 2017 are presented below.

Appeal to Millennial Workers

With the first round of Generation Z employees graduating this summer and Baby Boomers continuing to retire in the thousands each month, the landscape of the workforce is in a great period of flux.

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Trending Issues in Human Resources ... Continued from Page 2

By 2020, Millennials are expected to account for almost half of the global workforce, and these employees have different expectations than many of the Boomers. With a focus on digitizing, mobile platforms and social media, companies must be prepared to appeal to these fast-paced and continually evolving workers, and that attraction begins with the hiring process itself.

Embracing Change

Change is an ever present factor in all business and work environments and need not always be feared. If managed well and embraced, change can transform a mediocre or struggling company into a sector leader that thrives. Change is rarely totally predictable and is often driven by factors outside the organization's control such as the economy or direction of a funder such as Government. How a company manages or adapts to a change, forced or voluntary, is rooted in its culture and the strength of its leadership.

Employee Engagement

Workers are hopping from job to job at a surprising rate. Gone are the days when a high school or college graduate would accept a job, work his or her way up the corporate ladder and retire from the same company.

Instead, employees are now constantly on the lookout for the new opportunities. In order to try and deal with this trend, employers are working hard at keeping employees engaged and content. Multiple studies have shown that this is one of the best methods for retaining staff, increasing productivity and driving innovation. As with anything in the workplace, engagement of employees is different for every employee and there is no one magic pill to achieve it.

Workplace Flexibility

As pressure and the stressors increase in workplaces due to environmental or economic constraints, organizations are seeing an increasing number of employees struggling or feeling 'burnt out'. There are ever present deadlines that force employees to spend more than 40 hours a week at work. This can result in little personal down time, which has these employees more frequently changing jobs, looking for looser work hours and inquiring about telecommuting. The rise of the Internet and online communication has only added to the desire of many employees to seek more flexible and less traditional work conditions. The challenge for most companies is that a more flexible work place or scheduling is not feasible because of factors out

of their control. With the rapidly changing environments that require companies to have sound fiscal operations; and a competitive labour market involving Millennials and Boomers, there is need to adapt to a somewhat more flexible workplace or struggle as a result.

Rethinking Workspaces

While the battle over the configuration of office space is hardly anything new, many companies now prefer workspaces that promote employee teamwork and productivity. The trend with a younger workforce is more towards an open, common work area that can be easily reconfigured for group collaboration and conferences. With an urge for more comfort and fewer distractions, many companies are moving away from the classic cubicle office space in favor of moveable furniture and multi-faceted office options.

From the rise of the Millennial worker and the changes in public policy come the impetus for trends and evolution of how business is done effectively. While individual matters will undoubtedly arise for different organizations and certain areas will be more critical or achievable for one over another, the listed trends are just five of the issues projected to affect companies in the 2017.

GDI Aboriginal Apprenticeship Project



Photo by James Oloo

The GDI Aboriginal Apprenticeship Project has met and exceeded at its targets – several months before the Project end-date (Please see Page 1)

Master of Education Students Hold Graduation BBQ

By James Oloo

On Thursday July 27, 2017, over 40 people attended the Gabriel Dumont Institute-University of Regina Master of Education graduation BBQ at Kachur Golf Club in Prince Albert. The warm summer day event included

conversations, laughter, tears of joy, and reflections in celebration of the graduation by the second cohort of the master of education program.

The two-year program is offered by Gabriel Dumont

Institute in partnership with the University of Regina.

The Class of 2017 had 21 graduates including Chris Kelly, Christian Hudon, Dianne Broome and Chantale Fetch.

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Photo by George Gingras



GDI Master of Education



Cory McDougall (l), Director of Finance, and Michael Relland, Master of Education Program Coordinator

GDI Master of Education Graduation

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Others included Ashley Grimard, Jamie Subchyshyn, Janelle Hudon, Jean-Marc Belliveau, Katherine Burak, Charmain Laroque, Lauriane Hudon, Marti White Stavely, Matt Gray, Renae Semkiw, Renee Kurbis, Rylan Michalchuk, Sandra Lawless, Steven Korecki, Trevor Rutz, Chantal Ntbategera, and Victor Thunderchild.

According to Christian Hudon, "The program has been wonderful. I love it. Joining the program was one of the best decisions I have ever made in my professional life." Charmain Laroque described the master of education program as "Absolutely great program," and Chantal Ntbategera called it "Nice program."

Marti White Stavely, a teacher at the Saskatchewan Rivers Public Schools, stated that: "I absolutely loved the program. It is the best professional development experience ever." She continued, "I recommended the program to a few people; some of them got admission and have started their master of education studies this summer."

Dianne Broome called the program "excellent." Dianne noted that "The MEd program made a huge difference in my personal and professional growth. The content delivery was amazing. The cohort system that encouraged collaboration among students has been fantastic. I learned just as much from the professors as I did from my classmates." Dianne who is a teacher in Prince Albert said that she had always wanted to enroll in masters of education program ever since she

graduated from SUNTEP Prince Albert in 2007. So, "When GDI started offering the program in Prince Albert and my friends and fellow teachers who had enrolled in the first cohort told me great things about it, I knew it was time for me to do my masters. My friends have families and they work full time, but they earned their master of education degrees. It was possible. And now, I have completed an MEd degree!"

One of graduates commented on how tightly-knit the group of students is, bound by ties of teaching in the Prince Albert and Area schools, family relations among students or between students and staff, as well as the fact that many of the students are SUNTEP graduates.

There was laughter when students, nominated by their colleagues, received such awards as "Award for My School is Better than Yours," "Award for Great Voice of Reason," "Award for Where The Hell are My Glasses," and "Fashionista Award."

The master of education program coordinator Michael Relland received a standing ovation from the graduates who thanked him for his work. Cory McDougall, the GDI Director of Finance, described how Michael has been involved with the program "from day one" and thanked him for his hard work dedication.

In his speech, Michael Relland noted that "Teachers are good human beings. We strive to do the right thing. But sometimes, we do not know what the right thing is or how to do it. I hope the Master of Education program has enabled you to

learn what that right thing is and how to do it." Many graduates also thanked GDI and the University of Regina for bringing the program to Prince Albert. This made it easier for them to enroll in the program without having to relocate or drive long distance.

The GDI-University of Regina Community-Based Master of is a two-year program offered at the Gabriel Dumont Institute Centre in Prince Albert. The program's content themes are tailored to anticipate and respond to community and student needs including: educational leadership, Indigenous education, and curriculum and instruction. It links theory to local educational issues and practice, and uses a flexible course delivery, including weekend sessions, summer institutes, and online learning.

The master of education program admitted its first cohort of 25 students in the summer of 2013. Of the 25, 23 successfully completed the program in 2015 - a completion rate of 92%. A second cohort of 23 students commenced their studies in July 2015, of which 21 (91%) graduated in July 2017. A third cohort of 25 students started classes this month and are expected to graduate in the summer of 2019.

For more information about the master of education program please visit <https://gdins.org/programs-and-courses/what-we-offer/community-based-masters-program/> or contact Michael Relland at michael.relland@gdi.gdins.org.



GDI Master of Education student Chantal Ntbategera is all smiles after receiving a Sash and gift bag from Relland



Photos by James Oloo



GDI Apprenticeship Update ... Continued from Page 1

GDI Master of Education

Another performance indicator for the GDI Aboriginal Apprenticeship Project was to have 50 indentured participants complete at least one term of technical training. As of June 30, 2017, 171 participants (or 342% of the goal) from all levels of their trade, namely Level I to Level IV, have completed at least one level of technical training.

In order to create more opportunities for potential participants without qualifications to enter the apprenticeship program, GDI Training & Employment committed to offering a trades-focused General Educational

Development (GED), a high school equivalency diploma, to two cohorts for a total of 50 participants. At the end of the second cohort of training, the number of total completions was 40 (or 80% of the target). GDI Training & Employment and Dumont Technical Institute partnered to offer a third cohort of training in Pinehouse, Sask. Twelve participants successfully completed the third cohort of the trades-focused GED training for a total completion of 52 or 104% of the goal. Dumont Technical Institute, Pinehouse Business North, and the

Government of Saskatchewan, through the Provincial Training Allowance, funded the program in Pinehouse.

GDI Training & Employment has met and exceeded all five of the performance targets for the GDI Aboriginal Apprenticeship Project ahead of the project end date of September 30, 2017. Congratulations the GDI Training & Employment Director Lisa Wilson and her staff across Saskatchewan for the job well done. 🌟



Master of Education Program Coordinator Michael Relland (l), and Director of Finance Cory McDougall (r) congratulate Victor Thunderchild on his successful completion of the Master of Education program (Please see Page 3). Photo by James Oloo

Payroll Cutoff Calendar, August 2017

By Carmala Thiessen and Veronica Verzonowski

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1	2	3	4	5
		Cutoff @ 3 pm for Stop Payments on Student Aug 4 Direct Deposits		Accounts Payable Cheque/EFT Run	Student Payday Cutoff @ 4:30 for Accounts Payable Invoices	
6	7	8	9	10	11	12
	Heritage Day Stat Holiday	Cutoff @ Noon for Aug 18 Student Payroll	Cutoff @ 4:30 for Timesheet & Payroll Revisions for Aug 15 Payday	Accounts Payable Cheque/EFT Run	Cutoff @ 4:30 for Accounts Payable Invoices	
13	14	15	16	17	18	19
		Staff Payday Cutoff @ 3 pm for Stop Payments on Student Aug 18 Direct Deposits		Accounts Payable Cheque/EFT Run	Student Payday Cutoff @ 4:30 for Accounts Payable Invoices	
20	21	22	23	24	25	26
	Cutoff @ 4:30 for Sep 1 Student Payroll			Accounts Payable Cheque/EFT Run	Cutoff @ 4:30 for A/P Invs - Timesheets & Payroll Revisions for Aug 31 Payday	
27	28	29	30	31		
		Cutoff @ 3 pm for Stop Payments on Student Sep 1 Direct Deposits		Staff Payday Accounts Payable Cheque/EFT Run		

Employee contracts due prior to payroll cutoff date.

MRTS due by the 15th of every month, and employee contracts are due prior to payroll cutoff date.

If received after the cutoff date, the employee will be paid on the following pay period.



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can be obtained at:

[www.metismuseum.ca/browse/
index.php/833](http://www.metismuseum.ca/browse/index.php/833)

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GDI Mission:

To promote the renewal and the development of Métis culture through research, materials development, collection and the distribution of those materials and the development and delivery of Métis-specific educational programs and services.



GABRIEL DUMONT INSTITUTE
of Native Studies and Applied Research