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STATISTICS CANADA EMPLOYMENT EQUITY REPORT AND MULTI-YEAR PLAN

F.Y. 1995-96

June 28, 1995



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A. OVERVIEW

Statistics Canada's strategy in achieving Employment Equity involves incorporating equity principles into day-to-day operations, creating an environment that is conducive to employment and career opportunities for all employees, including those from the designated groups.

A unique committee structure employed at Statistics Canada, encourages the commitment and involvement of management in human resources initiatives and ensures that Employment Equity is integrated with other Human Resources programs.

Priorities: Statistics Canada's priorities in Employment Equity are:

- **Managing Diversity - Diversity Awareness**

Diversity awareness sensitization is being presented to every Statistics Canada employee, and supervisors and managers are receiving training in Managing Diversity. The initiative has been made possible by funding through the Special Measures Innovation Fund. Since the onset of the project in 1994-95, 191 participants have attended the 1/2 day Working in a Diverse Workforce session, and 274 participants have attended the 'Managing in a Diverse Workforce' session intended for managers and supervisors. In 1995-96 Statistics Canada aims to continue this sensitization and present these sessions to every employee.

As a second phase of the Diversity Awareness, priority is being given to ensuring the impact of this initiative for the longer term, by focusing efforts on reinforcing reference material, developing modules for inclusion in on-going courses, such as the Supervisors and Managers Courses and providing briefing material for Selection Board Members and for trainers.

- **Strategies for Improving Aboriginal Recruitment, Retention and Advancement**

A second project funded under the Special Measures Innovation Fund (SMIF), "The Development of Strategies for Improving Aboriginal Recruitment, Retention and Advancement" is of equally high priority to our Employment Equity efforts. This project is designed to assist managers involved in recruitment through making students aware of career opportunities at Statistics Canada and sensitizing managers to aboriginal issues.

In the first year of the project, significant progress was made in developing outreach initiatives to make Aboriginal students aware of career opportunities at Statistics Canada, and in networking with Aboriginal communities and educational institutions. A Teachers Kit for informing students and teachers of the availability of data on Aboriginal people was developed, and recruitment teams were sensitized to Aboriginal issues, while administrative measures were put in place to have Statistics Canada act as focal inventory for applications from Aboriginal students.

In the coming year the project will develop a Career Information Kit offering information about fields of work at Statistics Canada and training and experience required to work in these occupations. The SMIF project will further be involved in sensitization sessions and developing modules for inclusion in on-going Statistics Canada courses. In addition the project will continue initiatives in making Aboriginal organizations more aware of Statistics Canada's services and data and opportunities for career employment in Statistics Canada through networking and partnerships with Aboriginal communities and educational institutions.

- **Accommodating Requirements and Promoting Career Development of Employees with Disabilities**

A third project funded under the Special Measures Innovation Fund (SMIF), "Making the Corporate Assignment Program Work for Employees with Disabilities" is a high priority undertaking to promote the career development of employees with disabilities through retraining and redeployment through the Corporate Assignments Division. Having produced an Employee Reference Guide and assisted employees with disabilities in securing CAD assignments, the focus in the coming year will be to develop the infrastructure while furthering initiatives to market employees, design rehabilitation plans, identify training and development plans and provide career development information and reference sources for the employees, while simultaneously sensitizing management and employees to the issues facing employees with disabilities.

- **Ownership and Accountability**

Taking ownership of Employment Equity issues is essential to Statistics Canada's goal of equitable employment opportunities for all employees. Senior Managers will assist in facilitating 1/2 day Diversity Awareness sessions within their own divisions. Annual visits will continue to be made to each director to discuss and identify Employment Equity issues, initiatives and strategies. Directors, when preparing Divisional Program Reports, will be required to present employment equity initiatives undertaken within their division. Senior management will be briefed on Statistics Canada's representation in the designated groups, and will be informed about progress in achieving Employment Equity targets.

Achievements:

Statistics Canada's major Employment Equity achievements for 1994-95 lie in the progress achieved within the three SMIF projects. Initiatives have been undertaken in sensitizing employees and managers to managing and working in a diverse workforce, efforts have been made in the recruitment and retention of Aboriginal peoples, and steps have been undertaken to promote the career development of employees with disabilities.

Beyond the achievements of the SMIF projects, the Agency's move to generic competitions, at the MA-4, MA-6, MA-7 and ES-7/SI-8 (Assistant Director) levels and ES-6 and SI-7 (Chief) levels as well as CS-2, CS-3, CS-4 and PE-4 and PE-5 is a major resourcing accomplishment in increasing promotional and developmental opportunities.

A significant accomplishment is the recent opening of the Employee Resource Centre. Located in a sunny wing of the Statistics Canada Library, the Employee Resource Centre, contains a multitude of resource information for all employees, and offers a comfortable location to network, obtain information on services, career development and employment opportunities or hold meetings.

A vast array of other achievements have also been undertaken by our managers and employees who have taken ownership of Employment Equity issues with the end goal of equitable employment opportunities for all employees. Our unique committee structure, strengthened by the commitment and vision of the many members of sub-committees, and workgroups is helping to turn ideas into reality so that all employees may have an opportunity to contribute to their full potential.

B. SITUATION ANALYSIS

1. EMPLOYMENT POLICIES AND PRACTICES: Staffing, Promotions, Transfers, Deployment and Retention

Objectiva: To ensure that there are no biases in any staffing activities so that the best candidates are identified, attracted hired and retained.

Topic	Achievements for 1994-96	Activities and Goals for 1995-96	Responsibility Centre	Goals for 1996-97 and 1997-98
<p>Review of departmental policies and practices to identify and eliminate bias.</p>				
<p>1.1 Monitoring of staffing (flow statistics on recruitment, promotion, deployment, transfers, separations) for designated groups in relation to the overall population</p>	<p>Monitoring of staffing for designated groups in relation to the overall population is conducted, including statistics on representation, recruitment and promotions to identify any obstacles which might exist. A process is in place to monitor all competitions at the aggregate level to obtain statistics on target group participation.</p> <p>An "Analysis of Promotion Data 1988/89 to 1993/94 by Designated Group" was conducted, and the results formally presented to the management. The study indicated that women tended to be more successful in instances when more than one position was to be staffed. This finding has supported the decision to move toward generic competitions which result in multiple appointments, (see item 1.4).</p> <p>A Senior Personnel Review Committee monitors five staffing activities to ensure fairness. These are:</p> <ul style="list-style-type: none"> - reclassification where the incumbent was acting in the same position over the past 12 months; - reclassification where the incumbent was appointed within one year by transfer or deployment; - promotions without competition following an acting in this position or similar position within the past 12 months; - term to indeterminate appointments made without competition; - acting extensions beyond one year in vacant positions. 	<p>Continue to monitor competitions to develop initiatives to respond to findings of the analysis.</p> <p>Continue to monitor actions. Analyze recruitment and promotional data in relation to the new EE target setting strategy.</p> <p>Continue to monitor resourcing actions and develop new initiatives to respond to findings. Analyze recruitment and promotional data in relation to new target setting strategy.</p>	<p>Human Resources Operations Division (HROD) enters the data from each competition. The Review of Selection Processes Workgroup reviews the data.</p> <p>Human Resources Development Division (HRDD)</p> <p>Human Resources Operations Division enters the data from each competition. The Review of Selection Processes Workgroup reviews the data.</p>	<p>Continue monitoring activities.</p> <p>Continue to monitor</p> <p>Continue the work of the Senior Personnel Review Committee</p>
<p>1.2 Scrutiny of Selection Processes: Review of essential requirements of positions and monitoring of selection procedures to identify and eliminate bias</p>	<p>Competitions for middle level positions are systematically reviewed and monitored at each stage of the competition by The Review of Selection Processes Workgroup of the EE Committee. Some aspects of the competition, such as acting criteria, are discussed with managers as the situation warrants.</p> <p>Feedback and discussions have indicated that this procedure has indeed sensitized managers and staffing officers. While the target group was middle level, the overall effect of sensitization has benefited all levels through this initiative. Education and experience requirements in screening criteria are no longer restricted to narrow subject areas.</p>	<p>Continue to review competitions, sensitize managers and assess the effectiveness, while extending this type of review to competitions at other levels.</p>	<p>The Review of Selection Processes Workgroup</p>	<p>Continue the role of the Review of Selection Process Workgroup.</p>
<p>1.3 Participation on staffing board of a designated group member</p>	<p>Each selection board must have at least one female member. Other designated groups are included when feasible.</p>	<p>Continue to have at least one female member on each selection board and to include other designated groups when feasible.</p>	<p>Management involved in competition process.</p>	<p>Continue participation.</p>

Topic	Achievements for 1994-95	Activities and Goals for 1995-96	Responsibility Centre	Goals for 1996-97 and 1997-98
<p>1.4 Measures taken to encourage candidates from designated groups to enter competitions</p>	<p>Generic competitions and processes are being employed to increase promotional and developmental opportunities. Assistant Director (ES-7/SI-8) and MA-4, 6 and 7 competitions have been generic for several years. Generic competitions have now been introduced at the ES-6/SI-7 Chief level, as well as the CS-2/3/4 and PE-4/5 levels.</p> <p>In response to a study of the MA Group which revealed that career advancement of women in that group does not keep pace with that of men primarily because women do not try competitions, a Task Force on the Competitive Process was established. It put forward recommendations and an action plan which has now been implemented. A written "Guide to MA Competitions" has been prepared. The Guide provides information on the competitive process used to staff MA positions in the Methodology Branch at Statistics Canada. It is provided to all applicants who are screened into MA-4 competitions.</p> <p>Two focal points have been assigned in Human Resources Operations Division to strengthen the recruitment and retention of employees with disabilities and aboriginal employees. The focal points (staffing officers), are responsible for marketing target group employees and attempting to seek out positions for those whose terms will expire. In addition, they identify available jobs and ensure that target group employees are referred when vacancies occur. They act as referral points for applications received in the Agency from designated group candidates and in addition, provide advice to designated group employees regarding the selection process.</p> <p>A script for a video explaining staffing procedures in sign language has been developed.</p> <p>The effectiveness of sending competition posters to women who are potential candidates was evaluated and it was decided to discontinue the practice since women now apply for competitions in numbers proportional to their representation.</p>	<p>Assess effectiveness of generic competitions.</p> <p>Seek out and investigate tools or tests that will help in unbiased assessments of personal suitability and managerial skills.</p> <p>Prepare a Briefing Package which will enable Staffing Officers to brief all internal selection boards on EE Goals.</p> <p>A Project to establish a Promotion Review process whereby Chiefs and Supervisors have direct input into the competitive process for MA staffing will be examined. The project proposal is in response to another of the recommendations of the Task Force on the Competitive Process in the MA group.</p> <p>Focal points will work closely with the Aboriginal Task Force on Recruitment and Retention and the Program Manager, Disabilities Issues (SMIF), to facilitate the participation of target group employees in selection processes and to market term employees.</p> <p>External contacts will be made with non-governmental agencies to attract persons with disabilities for regular and summer employment.</p> <p>Indian and Northern Development Canada's inventories of Aboriginal students and graduates will be used to attract Aboriginal persons.</p> <p>Internally, contacts will be made to facilitate arrangements for designated group members referred through various programs (Ontario March of Dimes, Workers' Compensation, Ontario Community and Social Services).</p> <p>Produce the video, publicize it, and make it available in the Employee Resource Centre.</p> <p>Continue other methods of encouraging women and other designated groups.</p>	<p>Generic Boards and Senior Management.</p> <p>Methodology Branch Management.</p> <p>Human Resources Operations Division, the Aboriginal Task Force and the Program Manager, Disability Issues (Corporate Assignments Division, CAD).</p> <p>Sub-committee on Disability Issues.</p> <p>Management and Selection Boards</p>	<p>Continue the use of generic competitions. Make use of tools and tests found to be effective in assessing personal suitability and managerial skills.</p> <p>Develop a more generic Guide suitable for use by all groups.</p> <p>Assess the role of the focal points and make adjustments as required.</p> <p>Continue to provide experiences and assessments.</p> <p>Monitor usage of this video.</p> <p>Continue to encourage designated groups to participate in competitive processes.</p>

Topic	Achievements for 1994-95	Activities and Goals for 1995-96	Responsibility Centre	Goals for 1996-97 and 1997-98
<p>1.5 Measures taken to ensure an unbiased approach and encourage candidates from designated groups to apply to the University Recruitment Campaign.</p>	<p>Post secondary recruitment teams are briefed on Employment Equity goals. Recruiters attend a 1/2 day Employment Equity Workshop to sensitize them to Employment Equity issues and concerns.</p> <p>All University Recruiting teams are composed of men and women.</p> <p>External publicity for the University Recruitment campaign indicates that Statistics Canada is committed to Employment Equity and encourages members from the designated groups to apply.</p> <p>Accommodations are made for candidates with disabilities.</p> <p>The recruitment process is monitored and analyzed at each stage. Recruiters are debriefed after the recruitment process has been completed.</p> <p>A process has been put in place with the agreement of the PSC, whereby STC is now the focal point for Aboriginal people and persons with disabilities seeking employment with the Agency. Applications come directly to the Agency and are subsequently added to the PSC Inventory. This unique inventory procedure enables applicants to reach the employer directly, (see 1.7).</p>	<p>Continue to include Employment Equity in University Recruitment publicity. Repeat sensitization sessions as necessary.</p> <p>Modify sensitization session according to comments made by recruiters in the debriefing sessions and by members of internal selection boards. Discuss whether visible minorities and persons with disabilities should give briefing sessions.</p> <p>Continue to make appropriate accommodations.</p> <p>Continue to monitor and analyze results of recruitment at each stage.</p> <p>Continue the special inventory arrangements with the PSC.</p>	<p>Recruiting Teams and Directors and the Meneging Diversity Project (SMIF).</p> <p>Human Resources Operations Division (HROD)</p>	<p>Continue to include Employment Equity in University Recruitment Publicity and repeat sensitization sessions.</p> <p>Continue monitoring.</p> <p>Continue to be focal point and initial point of contact.</p>
<p>1.6 Determining a strategy and measures for the improved recruitment and retention of Aboriginal employees</p>	<p>A Task Force conducted research on both new as well as proven initiatives in determining a strategy for the improved recruitment and retention of Aboriginal employees. It made recommendations to improve recruitment, retention and development of Aboriginal employees.</p> <p>A project entitled "The Development of Strategies for Improving Aboriginal Recruitment, Retention and Advancement" was approved for funding in 1994-95 and in 1995-96, under the Special Measures Innovation Fund (SMIF). The project is designed to assist managers who are involved in the recruitment and retention of Aboriginal employees, by providing advice, training and practical tools. The project involves researching the feasibility of some Task Force Recommendations.</p>	<p>Perform and complete the project activities by March 31, 1996.</p>	<p>The SMIF project staff, supported by the Aboriginal Task Force will evaluate the project.</p>	<p>It is intended that the results of this project will be implemented on an on-going basis and that the activities will be integrated into programs and policies.</p>

Topic	Achievements for 1994-95	Activities and Goals for 1995-96	Responsibility Centre	Goals for 1996-97 and 1997-98
<p>1.7 Measures taken to facilitate the recruitment and retention of Aboriginal peoples</p>	<p>The SMIF project entitled "The Development of Strategies for Improving Aboriginal Recruitment Retention and Advancement" received funding and was implemented.</p> <p>An Aboriginal employee is involved in cultural sensitization sessions for interviewers in the Professional Recruitment program (ES/MA/CS), and as a resource person in the workshop on Managing in a Diverse Workforce.</p> <p>Aboriginal recruitment candidates who apply for professional positions and who do not meet the specific requirements are referred for positions of a technical or administrative nature.</p> <p>Applications of Aboriginal candidates are considered irrespective of the deadlines for application, within the Professional Recruitment Program (ES/MA/CS).</p> <p>A brochure entitled "Career Opportunities at Statistics Canada" has been developed to encourage Aboriginal peoples to apply to Statistics Canada for employment as ES/CS/MA. It has been circulated to colleges and universities in Canada.</p> <p>Outreach initiatives to make students aware of career opportunities at Statistics Canada, have been put in place through SMIF funding, thus implementing recommendations made by the Task Force on Aboriginal Recruitment and Retention. This includes networking and partnerships with Aboriginal communities and educational institutions.</p>	<p>Continue the SMIF project.</p> <p>An Aboriginal employee will continue to be involved in cultural sensitization courses which will be conducted for the Professional Recruitment Program.</p> <p>The brochure "Career Opportunities at Statistics Canada" will be sent to 906 reserves in 95-96.</p> <p>A poster targeted toward Aboriginal students will be prepared to advertise career opportunities at Statistics Canada at the Aboriginal Career Symposium in the Fall of 1995. The poster will later be used for the Professional Recruitment Program.</p> <p>Familiarization materials for Aboriginal students who are potential recruits, will be prepared.</p> <p>A Career Opportunities Kit aimed at Aboriginal candidates is to be developed for use at the Aboriginal Career Symposium in the Fall of 1995, and for subsequent use in the Professional Recruitment Program. The Career Opportunities Kit will be suitable for adoption by other designated groups. The Career Opportunities Kit will be used extensively for the 1996 Census.</p> <p>An advertising plan to advertise career opportunities in Aboriginal media/Communication Societies is to be researched and implemented.</p>	<p>SMIF Project</p> <p>SMIF Project</p> <p>HROD</p> <p>SMIF Project</p> <p>SMIF Project</p> <p>SMIF Project</p> <p>SMIF Project</p> <p>SMIF Project</p>	<p>Continue sensitization.</p> <p>Continue special administrative procedures</p> <p>Continue partnerships</p>

Topic	Achievements for 1994-95	Activities and Goals for 1995-96	Responsibility Centre	Goals for 1996-97 and 1997-98
	<p>An information session was presented in February 1995 in Winnipeg to Aboriginal persons, to publicize opportunities at Statistics Canada.</p> <p>The SMIF project assisted in the development of a Teacher's Information Kit based upon Census data and the Aboriginal Peoples Survey. The Teacher's kit is designed to introduce Primary and Secondary students to the usefulness of Statistics Canada's data, and the importance of good data.</p> <p>A focal point dealing with the needs of Aboriginal persons has been appointed in Human Resources Operations Division. This staffing officer monitors Aboriginal recruitment and retention, markets Aboriginal employees and attempts to seek positions for those Aboriginals whose terms are to expire, acts as a referral point for applications received in the Agency, and provides advice regarding the selection process of Aboriginal employees.</p>	<p>Continue partnerships with other federal departments and large private sector corporations for joint recruitment activities which have been established.</p> <p>An Aboriginal employee will evaluate existing courses for their relevance to Aboriginal issues and will develop and adapt existing training courses and associated manuals to facilitate recruitment and retention of Aboriginal employees. A series of modules will be developed for inclusion in courses for supervisors and managers.</p> <p>Develop the role of the Focal Point.</p>	<p>Prairie Region</p> <p>SMIF with HRDD</p> <p>Human Resources Operations Division</p>	<p>Continue the emphasis on the role of the Focal Point</p>
<p>1.8 Examining the exit of employees from the Agency to determine the reasons for separations and rectify any problems that might be identified</p>	<p>A self-administered computer assisted exit survey was implemented in 1993. Tabulations from the first year indicated very few numbers separating, hence there was little information for analysis.</p>	<p>Examine the existing exit survey to make improvements.</p> <p>Examine the existing exit survey to ascertain whether it is sensitized to Aboriginal peoples, and develop a specifically designed questionnaire for Aboriginal peoples. Involve Aboriginal employees in pre-exit interviews.</p>	<p>Human Resources Development Division.</p> <p>Human Resources Development Division and the Aboriginal Task Force.</p>	<p>Evaluate the exit survey; make recommendations for its continuation and/or modification</p> <p>Package the exit survey system and offer it to other departments.</p>

2. TRAINING AND CAREER DEVELOPMENT

Objective: To train and develop employees equitably, by providing them with the training, tools and processes that will allow them to develop their full potential and achieve their career aspirations

Topic	Achievements for 1994-95	Activities and Goals for 1995-96	Responsibility Centre	Goals for 1996-97 and 1997-98
<p>2.1 Use of Skip Level Meetings as a process to encourage employees to be responsible for their own careers and to discuss specific career and development plans with their skip level supervisor</p>	<p>Career oriented focus groups conducted in the recent past recommended that all employees have the opportunity to meet with their supervisor's supervisor (skip-level) at least every two years, to discuss specific career and development plans. Skip-level meetings are now in place, and skip-level supervisors serve as advisor for the establishment of employees' training and career plans.</p> <p>94/2/15 The Chief Statistician issued a memorandum to Assistant Chief Statisticians, Directors General and Directors requesting directors to ensure that employees have the opportunity to meet with the supervisor's supervisor, at least every two years.</p> <p>The Winter issue of SCAN, Statistics Canada's bi-monthly employee newspaper, presented an Article on Follow-up to the Employee Opinion Survey, in which 'skip-level' sessions were discussed.</p> <p>An informal telephone survey revealed that 60% of divisions had taken the opportunity of participating in skip-level meetings.</p>	<p>A comprehensive analysis of the supervisor's supervisor meetings is to be conducted in the fall of 1995-96. The objective of the analysis will be to examine the method used to extend the offer of meetings to employees and to examine the process and outcome. Data for analysis will be obtained from the Employee Opinion Survey and from a question on the new performance review form.</p>	<p>Human Resources Development Division</p>	<p>Monitor the participation in skip-level meetings across the divisions</p> <p>Identify problems and needs identified through monitoring and develop the means to address them i.e. training in the process or information sources that would assist the process.</p>
<p>2.2 Use of Corporate Assignments (CAD) to facilitate career development</p>	<p>All employees have the right to be considered for a Corporate Assignment (CAD) after four years in the same job. Both the SMIF on Aboriginal Recruitment and Retention (see 1.7) and the SMIF on making the Corporate Assignments Division work for employees with Disabilities (see 2.6) make extensive use of CAD in marketing employees.</p> <p>An analysis of CAD participation rates for designated groups was conducted in 1994-95. It revealed:</p> <ul style="list-style-type: none"> -in 93/94 women received 49.9% of CAD assignments, while in 94/95 the percentage of women having CAD assignments rose marginally to 50.6%; -the percentage of employees with disabilities who went on CAD assignments in 93-94 was .4%, while in 94/95 the percentage rose to 1.0%; -the percentage of visible minorities who went on CAD assignments in 93/94 was 3.5%, and this percentage dropped to 3.3% in 94/95; -Aboriginal employees received .3% of assignments in 93/94 and .5% in 94/95. 	<p>Continue the right to be considered for a CAD after four years in the same job.</p> <p>Strengthen the marketing of persons with disabilities and Aboriginal persons.</p> <p>Encourage designated persons to use CAD as a developmental tool.</p> <p>Monitor and analyze the participation of designated group members in the CAD Process.</p>	<p>Corporate Assignment Division (CAD)</p>	<p>Continue the use of CAD as a developmental tool for designated persons.</p>

Topic	Achievements for 1994-95	Activities and Goals for 1995-96	Responsibility Centre	Goals for 1996-97 and 1997-98
<p>2.3 Use of Developmental Programs to extend access to career broadening experience</p>	<p>A CS-1 developmental program has been implemented. The voluntary program consists of a two year program comprised of two twelve month assignments out of the home division. Home divisions support the direct costs of participants and receive a CS-1 on rotation for assignment. The existing CAD infrastructure is used for the assignment process. Assignment rotations are facilitated by coordinators appointed from three Fields. One third of the CS-1's are from the designated groups. This new program will ensure that training and developmental measures are readily accessible.</p> <p>An Entry-level Officer Development Program (EOD) for the progression to Social Science Support (SI) Group has recently been proposed. The EOD provides a bridging program for support staff, the majority of whom are from the designated groups, to progress into the SI Group. The program which was initiated in response to the Employee Opinion Survey, involves competitive entry, and an 18 month training period particularly in computer skills. The program is facilitated by a mentor.</p>	<p>Detail the types of courses and training required by the CS-1's and incorporate this information into the developmental program.</p> <p>The Training and Development needs of CS-2 and above will be examined.</p> <p>Circulate EOD proposal to divisions for feedback. Submit it to EE Committee, and Recruitment and Development Committee prior to formal presentation at the Human Resources Development Sub-Committee.</p> <p>A proposal will be developed to provide existing SI's with a training format and structure.</p>	<p>CS Career Management Working Group. Progress will be monitored by the Recruitment and Development Sub-Committee.</p> <p>CS Career Management Working Group.</p> <p>The Recruitment and Development Committee manages the intake. Host divisions offer training and work experience. CAD assumes financial responsibility and coordinates assignment and appraisals. An HROP Officer coordinates the activities. Implement EOD Program.</p> <p>Human Resources Development Division - Training and Development Section.</p>	<p>Assess the effectiveness of the Entry Level Officer Development Program</p> <p>Implement ideas related to T&D needs of CS-2 and above.</p>
<p>2.4 Use of divisional training plans to facilitate training and career development</p>	<p>Sample Divisional Training plans and individual training plans have been developed and information sessions presented to several divisions, to encourage divisions to annually plan out individual training and career development needs. Work is underway to electronically link the training requests into the Human Resources Information System, enabling divisions to obtain regular feedback on participant course status, i.e. wait-listed, invited, completed. The effort placed in planning out training and development requirements will mean that individual employee training and developmental needs are better addressed.</p>	<p>Continue presentations to Divisions to encourage the use of Annual Training Plans. Continue to explore electronic linkage of training information and once established encourage divisions to use this on-link approach.</p>	<p>Human Resources Development Division and Transportation Division.</p>	
<p>2.5 Integration of Career Management Approach with current Counselling Services</p>		<p>A project will be undertaken to integrate the career management approach with counselling services. The project will identify where efforts of various projects such as bridging and mentoring programs can be coordinated. Tools such as career profiles, paths and options available will be developed. Training and information needs of mentors, skip-level supervisors, bridging program administrators etc are to be identified.</p>	<p>HRDD</p>	<p>Continue the career management project.</p>

Topic	Achievements for 1994-95	Activities and Goals for 1995-96	Responsibility Centre	Goals for 1996-97 and 1997-98
<p>2.6 Initiatives to accommodate the immediate needs, and strengthen the career development of employees with disabilities.</p>	<p>Funding was provided in June 1994 for a study on the topic of issues of concern for Persons with Disabilities at Statistics Canada. The Project Team produced a Reference Guide for Employees with Disabilities, and developed a number of proposals. The Reference Guide is available in print and in electronic format on the Internal Communications Network.</p> <p>The study identified the need for a focal point for employees with disabilities to assist in career management. A special Merit Innovation Fund proposal was proposed and received funding from Treasury Board Secretariat for 1994-95 and for 1995-96. The project, Making the Corporate Assignment Program Work for Employees with Disabilities, has as objective accommodating the immediate requirements and promoting the career development of employees with disabilities through education and awareness workshops and by providing funding for retraining and redeployment of these employees. The project is designed to be "portable" and is suitable for other federal institutions. In 1993/94 the project arranged 3 corporate assignments (2 male, 1 female) and in 1994/95 the project arranged 8 assignments (4 male, 4 female).</p> <p>Focal Points have been established in Human Resources Operations Division (see item 1.4), one is for Employees with Disabilities, the other, for Aboriginal Employees. Their role is to market designated group employees, seek out positions for those whose terms will expire, as well as provide advice regarding the selection process. The Focal Points work closely with the two SMIF's for Employees with Disabilities and Aboriginal persons.</p>	<p>The Reference Guide for Employees with Disabilities will be made available to employees through the Employee Resource Centre. The final release of the Study Report and Action plan is scheduled for the Spring of 1995.</p> <p>Continue the SMIF project to provide support to employees with disabilities. Develop the infrastructure to continue the project i.e. focal point for marketing employees, the tools to design rehabilitation plans tailored to individual needs, repository of information on recruitment programs, opportunities for lateral and upward mobility, identification of training and technical aids, means to encourage changes in corporate culture. Prepare quarterly and year end reports.</p> <p>Continue the role of the Focal Points in Human Resources Development Division.</p>	<p>The final report is being prepared by the initial members of the Project Team.</p> <p>The work on the SMIF project is being conducted by the Project Manager, with the support of a focal point Staffing Officer assigned from Human Resources Operations Division.</p> <p>HROD</p>	<p>Examine the recommendations put forward in the report and develop initiatives to implement these.</p> <p>It is anticipated, that there will be an on-going requirement for this service. It will be necessary to request authorized continued funding through the long term planning process.</p> <p>Review the role of the Focal Points and make adjustments as necessary.</p>
<p>2.7 Participation of designated group members in developmental assignments</p>	<p>Several employees were nominated and two employees, (one male and one female) were chosen to participate in the PSC/CCMD Leadership in Diversity Program in 1994-95.</p>	<p>Four employees have been nominated for the Leadership in Diversity Program. One division, International Trade, has offered the program an assignment opportunity at Statistics Canada.</p>	<p>The EE and HRP Section of Human Resources Development Division publicizes programs which are available.</p>	<p>Emphasize support for this program if it is still offered.</p>
<p>2.8 Establishing a Mentoring Program to assist employees in career development</p>	<p>A proposal to implement a mentoring program for all staff has been prepared and discussed. The request for such a program came initially from some of the designated group employees.</p>	<p>Take steps to have a Mentoring Program approved and subsequently implement the proposal, create an inventory of senior managers willing to act as mentors and train them to act as mentors.</p>	<p>Mentor/Coach Workgroup.</p>	<p>Evaluate the effectiveness of the Mentoring Program.</p>

Topic	Achievements for 1994-95	Activities and Goals for 1995-96	Responsibility Centre	Goals for 1996-97 and 1997-98
<p>2.9 Encouraging employees to upgrade their education at the post-secondary level.</p>	<p>The University Certificate Program is offered to all employees in collaboration with the University of Ottawa and Carleton University. For those enrolled in the program, the agency covers the cost of tuition fees and books, and grants participants office time to attend courses. Credits obtained while participating in the University Certificate Program can be applied toward a degree at these universities. Certificates in Economics, Sociology and Population Studies are awarded for successful completion of four full or eight half courses (or a combination thereof). In 1994/95 almost 3.5% of those enrolled in the program were from the designated groups, (other than women). A total of 13 employees received University Certificates in 1994-95, 69% of which were women. In 1994-95, 60% of employees enrolled in the program were women.</p>	<p>Continue to encourage employees to upgrade their education at the post-secondary level.</p> <p>Monitor and analyze the participation of designated group members in the University Certificate Program.</p>	<p>Statistics Canada Training & Development Committee & Product Champions assigned to this program.</p> <p>HRDD</p>	<p>Continue to encourage employees to upgrade their education at the post-secondary level.</p> <p>Augment the number of courses available to employees through the University Certificate Program.</p>
<p>2.10 Making training available to facilitate the participation of employees who have family responsibilities or family needs.</p>	<p>Some sessions of the Middle Management Course which normally have modules held outside the National Capital Region, have been held inside the NCR, to facilitate the participation of employees who have family responsibilities or other circumstances that make it difficult for them to be away from their homes for the duration of the courses.</p> <p>The Middle Management Development Program has been substantially modified. The program now consists of two day information and workshop sessions targeted at 200 employees and held in the NCR. The second portion is a more intensive program targeted at 15-20 middle managers who will come together to develop an action plan for corporate issues. The ready access to such information and the networking made possible through this information sharing benefits all groups.</p> <p>The Survey Support Certificate Course which was created in consultation with employees to provide support staff with a comprehensive overview of survey taking and develops their generic work skills and personal growth. In 1994-95 the course was offered 10 times, and 174 participants participated (117 women, 5 visible minorities and 3 persons with disabilities).</p>	<p>Continue to facilitate the participation of employees who have family responsibilities or special needs.</p> <p>Assess the change in the Middle Management Development Program.</p> <p>Continue to encourage employees in support positions to upgrade their skills base.</p> <p>Examine the potential of a second level of Survey Support Course, this time focused on computer orientation to make staff more computer literate.</p>	<p>Training and Development Committee within Statistics Canada and the entire Training and Development infrastructure.</p>	<p>Continue to facilitate the participation of employees who have family responsibilities or special needs.</p> <p>Continue to encourage employees in support positions to upgrade their skills base.</p>
<p>2.11 Examining the Access to Training to identify imbalances so that training may be distributed fairly among our employees.</p>	<p>An Analysis of Access to Training was conducted in the Summer of 1994. The Analysis examined entry levels, major groups at specific career levels, as well as the training experience for individuals over a three year period. The Analysis identified that certain imbalances from previous years had been addressed and it identified areas in which imbalances need to be monitored to ensure fair access to training.</p>	<p>Monitor those areas where training share imbalances were identified.</p> <p>Follow-up and conduct an Analysis of Access to Training to identify whether corrective action is required to eliminate imbalances.</p>	<p>HRDD</p>	<p>Continue to assess the access to training and develop the means to ensure appropriate distribution.</p> <p>Make management more aware of the distribution of training.</p>

3. SUPPORTIVE ENVIRONMENT

Objective: To provide a supportive environment in which reasonable accommodation is made to facilitate access to services and opportunities and in which all employees can work to their full potential

Topic	Achievements for 1994-95	Activities and Goals for 1995-96	Responsibility Centre	Goals for 1996-97 and 1997-98
<p>3.1 Review of departmental policies and practices to ensure that they are not an impediment to a supportive environment</p>	<p>The Employment Equity Committee chaired by a senior manager, and composed of Directors, Directors General, an Assistant Chief Statistician, Regional Office representatives, Human Resources Staff and other nominated staff meets monthly to provide policy advice and suggestions to ensure equitable representation and treatment of employees in designated groups. The EE Committee reports to the Human Resources Development Sub-Committee and to the Human Resources Development Committee. The EE Committee, it's Sub-Committees for each designated group (chaired or co-chaired by a member of the designated group) and its work groups continually review departmental policies and practices to reduce impediments to a supportive environment. The Committee structure is part of the Agency's strategy to involve the widest array of managers so that Employment Equity principles are incorporated into day-to-day operations, thus creating an environment that is conducive to employment and career opportunities for all employees, including those from the designated groups. Refer to Section 5.2 for an elaboration of the Committee Structure.</p>	<p>Continue activities of the Employment Equity Committee, it's sub-committees and work groups.</p> <p>Review and modify the structure and membership of the committee, as necessary.</p>	<p>Employment Equity Committee.</p>	<p>Continue Committee Structure.</p>
<p>3.2 Identification of physical accommodation arrangements which will facilitate the integration at Ottawa Headquarters, of designated groups</p>	<p>Architectural changes have been made in consultation with Public Works and the Sub-committee on Disability Issues. Accessible washrooms have been installed on each floor of the R.H. Coats Building. Ramps have been installed at all three building entrances to increase accessibility.</p> <p>Technical aids have been purchased to facilitate the integration of all employees in the workplace. Individual divisions purchase equipment from their own budget, while large ticket items are purchased by the Agency, upon formal request from the individual division. Corporate funding in excess of \$10,000 was provided for the purchase of equipment and software and installation, assessment and training from Adaptive Computer Technology Centre (Environment Canada) for two employees. A further \$1,000 was provided for another employee to use a Comfort Keyboard.</p> <p>There is a Telecommunications Device for the hearing-impaired (TDD/TTY) in the Statistical Reference Centre in Head Office to enable hearing-impaired persons to call, toll-free, from across Canada for statistical information. In addition seven other service areas and one survey area offers this device.</p>	<p>Continue to examine the physical accommodations required and put forward proposals which will provide a supportive physical environment.</p> <p>Expand the emergency alarm pager system to include extra pagers for unusual circumstances.</p> <p>Evaluate the administrative procedures used to obtain various accommodation arrangements.</p> <p>Better publicize the availability of such accommodation arrangements.</p>	<p>Sub-committee on Disability Issues</p> <p>EE and HRP Section of HRD</p> <p>The SMI Project on Managing in A Diverse Workforce will aid the publicity of the TDD.</p>	<p>Continue to make physical accommodations which will foster a supportive environment.</p>

Topic	Achievements for 1994-95	Activities and Goals for 1995-96	Responsibility Centre	Goals for 1996-97 and 1997-98
	<p>Employees who need a TDD/TTY are supplied with one for their use.</p> <p>Accommodation arrangements are made to facilitate the integration of employees in the workplace (e.g. personal attendant care contracts for services have been signed, technical aid purchased, special dietary requirements arranged, and work schedules rearranged for religious practices).</p> <p>The Reference Guide for Employees with Disabilities has been put on the ICN to better inform employees of the availability of accommodation arrangements.</p> <p>Hearing impaired employees have an emergency alarm pager for use during emergency situations.</p>	<p>Continue to make reasonable accommodations to integrate all employees.</p> <p>Evaluate administrative procedures used to obtain various accommodation arrangements.</p> <p>Expand the emergency pager system to include extra pagers for unusual circumstances.</p>	<p>HRDD as Coordinator.</p> <p>HRDD as Coordinator</p>	
<p>3.3 Provision of a physical space allocated for an Employee Resource Centre which will enable employees to access information on services and opportunities</p>	<p>An Employee Resource Centre has recently been constructed within the Library. The Centre contains a multitude of resource information for all employees, such as Job Alert, Staffing Practices, Employment Equity Minutes, SCAN, Personnel Bulletins, Training Catalogue and Schedules, videos, etc. The ERC opened April 25, 1995.</p> <p>The Statistics Canada Training Institute, which opened in June 1993, houses an array of classrooms and syndicate rooms to facilitate training within the Agency. The design of the Institute provides for accommodations for those with specific needs. During 1994-95 classrooms were used for some 793 days of training.</p>	<p>Publicize the services of the Resource Centre to all employees including those on sick leave and leave without pay.</p> <p>Continue to support the Statistics Canada Training Institute</p>	<p>Employee Resource Centre/Communications Workgroup.</p> <p>Statistics Canada Training Institute</p>	<p>Continue to support the ERC.</p> <p>Continue to support the Training Institute</p>

Topic	Achievements for 1994-95	Activities and Goals for 1995-96	Responsibility Centre	Goals for 1996-97 and 1997-98
<p>3.4 Alternative work patterns</p>	<p>A number of flexible work patterns are available to employees, including: compressed work week, job-sharing, part-time employment and telework.</p> <p>A Guide to the Flexible Work Program has been prepared. The document discusses the various types of flexwork options, their guiding principles and advantages and disadvantages. It further outlines the affect of pay and benefits of part-time work.</p> <p>Pilot Telework programs have been introduced in several divisions.</p> <p>A study of telework revealed that as of July 20, 1994, 1.3% of Statistica Canada's indeterminate population have started telework arrangements. Women compose the largest percentage of teleworkers, accounting for 70% of all teleworking arrangements. Of these, 40% are junior professionals, 40% are senior professionals and 20% are at the support level.</p> <p>A brief study of Part-time Employment was conducted in 1994-95 to examine the occupational and subject-area distribution of part-time work. The study revealed that between 92/93 and 93/94 part-time work declined from 8% to 7% (indeterminate and term). In 1993/94, 4.7% of the Scientific and Professional groups were employed on a part-time basis, 4.1% of Administrative and Foreign Service, 4.7% of Technical and 12.8% of Administrative Support and Operational.</p>	<p>Continue to encourage alternative work patterns where feasible.</p> <p>The Guide to the Flexible Work Program will be forwarded to Policy Committee for approval. A communication strategy will be put in place to assist management to alternate work patterns. Consultation will take with union representatives. A Document will be prepared for employees. Case studies will be developed as examples. Articles will be prepared for SCAN, and advertising put in place to encourage alternative work pattern options and make them better known to managers and employees.</p> <p>Report on the monitoring and evaluation of the pilot Telework project.</p> <p>Continue to examine telework figures</p> <p>Create an inventory of mid-level positions suitable for part-time employment.</p> <p>Continue to examine part-time employment figures.</p>	<p>Alternative Work Patterns WorkGroup</p> <p>HRDD</p> <p>HRDD</p>	<p>Continue to make alternative work patterns available where feasible.</p>
<p>3.5 Services offered to employees to create a more supportive work environment</p>	<p>There is an on-site day-care centre.</p> <p>Two full time Employee Assistance Coordinators are available in the NCR. During 94-95 the issue of funding was examined so that this service would be available to the regional office. This service will be available in some regions through contracts with Health Canada.</p> <p>Sign Language Courses (ASL and LSQ) courses are offered to employees during working hours so that they can communicate affectively with deaf colleagues. In 1994-95 16 participants participated in in-house sign language courses.</p>	<p>Continue Day-Care Centre</p> <p>Continue the Employee Assistance Program and take steps to ensure that the program is fully operational in each regional office.</p> <p>Continue to offer courses according to demand.</p>	<p>Day-Care Centre</p> <p>SMIF Project Proposal Team</p> <p>Statistics Canada Training Institute.</p>	<p>Continue Day-Care Centre</p> <p>Continue the Employee Assistance Program and examine availability of services in the Region.</p> <p>Continue noon-hour information sessions.</p> <p>Continue to offer courses according to demand.</p>

Topic	Achievements for 1994-95	Activities and Goals for 1995-96	Responsibility Centre	Goals for 1996-97 and 1997-98
<p>3.6 Use of Technology to Open Employment Avenues for Employees with Disabilities</p>	<p>The Atlantic Region, having recently converted to a computerized method of interviewing and an associated "electronic" method of moving assignments back and forth between interviewers, has been able to hire and train a physically disabled employee (mobility impaired) as an interviewer. The initiative achieved a high level of quality at no extra cost.</p>	<p>The Atlantic Region is examining the feasibility of hiring a Visually Impaired Interviewer with the use of special speech synthesizing software and hardware.</p>	<p>Atlantic Region.</p>	
<p>3.7 Use of Employee Opinion Survey to obtain employee feedback</p>		<p>The second Employee Opinion Survey will be conducted in this fiscal year. The responses of members of the designated groups will be compiled and compared to those from non-designated groups to identify specific concerns.</p>	<p>Employee Opinion Survey Project.</p>	<p>Analysis of EOS results. Develop recommendations.</p>
<p>3.8 Information offered to employees to make their environment one in which they have the opportunity of working to their full potential.</p>	<p>An information session was presented to make women more aware of security when travelling alone.</p> <p>Research on child-care services and emergency child-care services has been conducted.</p>	<p>Additional information sessions will be conducted on a number of topics.</p> <p>A committee will examine the possibility of a support system for single parents. An information session on street proofing is planned.</p> <p>Other issues will be addressed in the upcoming year.</p>	<p>Family and work sub-committee of the Women's Issues Committee.</p> <p>Women's Issues Committee and its workgroups. Women's Information Network.</p>	
<p>3.9 Eliminating harassment in the workplace</p>	<p>Statistics Canada has a policy of zero tolerance for Harassment in the Workplace. The number of Harassment Coordinators has increased to six in the NCR, with the regions having 8 Harassment contacts. Both Harassment Coordinators and contacts have been trained by the Agency. Coordinators have had additional training in Conflict Resolution-Mediation. Information Sessions have been presented on Harassment, and an article has appeared in SCAN, Statistics Canada's bi-monthly employee newspaper. In 1994, the play "I didn't do anything" was presented to a large STC audience, and the performance was followed by discussion of harassment in the workplace, (see item 4.2).</p>	<p>A project review update and implementation of Statistics Canada's changes to the Harassment Policy will be undertaken to ensure that it is in line with the new Policy.</p> <p>Noon-hour information sessions will be held to inform employees about the Harassment Policy.</p>	<p>EE Sub-committee</p>	<p>Continue to implement the updated policy.</p>

4. COMMUNICATION STRATEGIES

Objective: To sensitize employees to Employment Equity issues in the workplace.

Topic	Achievements for 1994-95	Activities and Goals for 1995-96	Responsibility Centre	Goals for 1996-97 and 1997-98
<p>4.1 Adapting attitudes and behaviours to new workplace realities. Spreading an awareness of the systemic obstacles and sensitization to legitimate employee needs through techniques of making diversity a part of day to day operations.</p>	<p>A proposal under the Special Measures Innovation Fund has been approved for funding for fiscal years 94-95 and for 95-96 for the project, "Managing a Diverse Workforce Project (Supervisor's Workshop and Employee Sensitization Session). To date the SMIF project has:</p> <ul style="list-style-type: none"> - published a handbook on diversity, Managing a Diverse Workforce; - published a reference manual on management techniques relating to diversity, Tips for the Manager in a Diverse Workforce; - developed, piloted and conducted a one day training participative workshop, sensitizing managers and supervisors to the techniques of working with diverse employees and clients. The workshop is now being conducted across Canada. - developed and presented a 1/2 day Diversity Awareness session, Working in a Diverse Workforce which is in the process of being given to all employees; - Developed videos, using STC employees as actors in the scenarios, relating to STC context. This was an innovative activity in the light of lack of availability of appropriate federal material and the unsuitability of American produced videos, for course objectives; <p>The workshop on Managing A Diverse Workforce is being presented to managers. A total of 11 sessions were presented in 1994-95, some 191 managers and supervisors received this training. Of the training given, 7 of the 11 sessions were conducted in the Regions where 175 employees received training. At the end of April 1995, a further 9 sessions (157 employees) had been conducted, 5 of which were in the NCR. During 1994-95, 11 sessions in Working in a Diverse Workforce, 7 of which were in the regions, had been held. A total of 175 employees participated in these awareness sessions in 1994/95.</p> <p>Two employees with disabilities who developed a workshop to help employees relate to persons with disabilities and presented it to the senior executive committee and were subsequently named "Employees of the Year" in 1993, have put forward a proposal for SMI funding to deliver the workshop to STC employees.</p> <p>Recruitment Sensitization Sessions were held for ES, CS and MA interviewers, involving discussions, panel presentations and a sensitization quiz, (see 1.5).</p>	<p>Continue to conduct the two workshops.</p> <p>Monitor and evaluate the project activities.</p> <p>Submit the proposal for funding and initiate the project.</p> <p>Continue to sensitize recruiters</p> <p>A sensitization briefing for internal selection boards is to be developed.</p> <p>Sensitization briefing tool will be developed for familiarizing external instructors and trainers, who present courses at STC. The tool will familiarize them with our EE objectives and goals for working in a diverse workforce.</p>	<p>The Managing in a Diverse Workforce SMIF project.</p> <p>SMIF Project Proposal Team.</p> <p>Managing a Diverse Workforce Project</p> <p>Managing a Diverse Workforce Project</p> <p>HRDD in consultation with Managing a Diverse Workforce SMIF.</p>	<p>To ensure the impact of this initiative in the longer term, training efforts will need to be focused upon reinforcing reference materials and developing modules for inclusion in ongoing courses (such as the course for Supervisors and the Management Development Program for Middle Managers).</p> <p>Marketing the teaching methodology & the practical & adaptable content to other environments.</p> <p>Continue sensitization of Recruiters</p> <p>Implement use of the briefing tool</p>

Topic	Achievements for 1994-95	Activities and Goals for 1995-96	Responsibility Centre	Goals for 1996-97 and 1997-98
<p>4.2 Information sessions for employees to familiarize them with the EE program (including awareness days).</p>	<p>Each year some 150 managers and supervisors are exposed to Employment Equity and Managing Diversity as part of management and supervisory training programs.</p> <p>The Supervisory Course which has an EE Component has been modified slightly to reflect the initiatives of the SMIF project.</p> <p>EE has been addressed at the annual Senior Management Conference and at a number of Field Management Conferences.</p> <p>Articles on Employment Equity appear in every issue of the Statistics Canada bi-monthly employee newspaper, SCAN, and in the monthly Personnel Bulletin.</p> <p>To commemorate International Women's Week a play "I didn't do anything", was performed March 8, 1994, by a bilingual Ottawa based theatre company, Passionate Balance. The play, which attracted a large audience, was followed by discussion groups on harassment in the workplace (refer to item 3.9).</p> <p>International Women's Week was further highlighted by a conference March 17, 1994 by Mrs. Michèle S. Jean, Deputy Minister, Health Canada. The conference was entitled "From History to Herstory".</p> <p>International Women's Day in 1995 was celebrated with a speech March 13, 1995, Mrs. Ruth Hubbard, entitled "You just don't understand".</p> <p>In recognition of the 1994 National Access Awareness Week (Integrating Persons with Disabilities), a full day of information kiosks, demonstrations, videos, wheelchair basketball, etc. featuring players from the 1992 Paralympics in Spain, the 1994 Paralympics in Norway and representatives from the Ontario Special Olympics, was held. The event was entitled "Sports and Persons with Disabilities".</p> <p>An information session entitled "Listen Up!" was organized by the staff of the Study on Disability Issues and the talk given by Colleen Welker of the Canadian Hearing Society.</p> <p>Certificates of appreciation were presented to those who contributed significantly to these events.</p>	<p>Continue Employment Equity module in management and supervisory training programs.</p> <p>Develop a module on Aboriginal Issues to be incorporated into the Supervisors Course and for the Middle Management Development Course.</p> <p>Continue to discuss Employment Equity at other conferences and meetings.</p> <p>Continue to supply articles for SCAN and the Personnel Bulletin.</p> <p>The STC Employment Equity Plan will be disseminated to employees via - ICN, and in the Employee Resource Centre.</p> <p>International Women's Day will be celebrated with speakers, information booths and workshops March 8, 1996. Judge Abella has been invited to speak, as has Monica Boyd. Cathy Cotton will speak on woman's progress at Statistics Canada. Réjean Lachapelle will speak on population policy in Quebec. Information booths will be set up in the cafeteria and workshops will be held to highlight what women at Statistics Canada can do and have done.</p> <p>On June 1, 1995, in recognition of National Access Awareness Week, there will be a full day of exhibits, demonstrations and information kiosks conducted by Statistics Canada employees and outside organizations such as Vocational Rehabilitation Services, Disabled Persons Community Resources.</p>	<p>Training and Development Section of HRD Division</p> <p>Prairie Region.</p> <p>Human Resources Development Division</p> <p>The Women's Issues Committee, the Employment Equity Committee and the Women's Information Network.</p>	<p>Continue to conduct information sessions to familiarize employees to the EE program.</p>

Topic	Achievements for 1994-95	Activities and Goals for 1995-96	Responsibility Centre	Goals for 1996-97 and 1997-98
<p>4.3 Cross cultural information sessions for all employees, especially managers</p>	<p>International Day for the Elimination of Racial Discrimination was highlighted by exhibits, cultural songs and dances and ethnic foods. Dr. Dmytro Cipywnyk, President of the Canadian Ethnocultural Council gave a conference on "Working Together in a Diverse Workforce."</p> <p>Aboriginal Awareness Week was celebrated on May 24, 1994, by a presentation on Aboriginal Culture presented by Bernard Assiniwi, and a presentation on Aboriginal Spirituality by Noel Knockwood. Presentations were also made concerning the Aboriginal Peoples Survey by Adela Furrie and a presentation on the 1991 Census, by Alain Cragheur. A traditional Aboriginal menu was available in the cafeteria.</p>	<p>Aboriginal Awareness Week is to be marked this year with a guest speaker on May 23, 1995. Dr. Vincent Tookensy of Health Canada, will be a guest speaker. The cafeteria will serve traditional Aboriginal fare and crafts will be on sale.</p>	<p>HRDD and the Aboriginal Peoples Committee</p>	
<p>4.4 Consultation with union representatives</p>	<p>Employment Equity is discussed as an ad hoc item at joint union management committee meetings.</p> <p>The 1995-96 Employment Equity draft plan was discussed with representatives and presidents of Union locals.</p>	<p>Continue to discuss Employment Equity at the joint meetings of union and management.</p>	<p>Committee of Union and Management arranged through Staff Relations Officer.</p>	<p>Continue to discuss Employment Equity at the Joint Committee on meetings.</p>
<p>4.5 Dissemination of the Employment Equity Plan</p>	<p>The STC Employment Equity Plan will be disseminated to employees via the Internal Communications Network (ICN) and the Employee Resource Centre.</p>	<p>Continue to make the EE Plan available to employees.</p>	<p>HRDD</p>	<p>Continue to make the EE Plan available to employees.</p>
<p>4.6 Internal consultation mechanisms benefit by the participation of members of designated groups in the decision making process.</p>	<p>The Employment Equity Committee, the majority of whom belong to designated groups, its Sub-committees for each designated group (chaired or co-chaired by a member of the designated group) and its active work groups continually review departmental policies and practices to reduce impediments to an environment which supports diversity, (see items 3.1 and 5.2).</p> <p>All employees were invited to participate in the Employment Equity Sub-committees for Women, Visible Minorities and Aboriginal Peoples, and their work-groups.</p> <p>Members of the Sub-committee on Disability Issues were selected to represent a variety of disabilities and circumstances.</p> <p>The Sub-committees meet regularly to discuss issues related to each group and recommend solutions to address them.</p>	<p>Continue activities of the Employment Equity Committee, its Sub-committees and its work groups.</p> <p>Review and modify as necessary the structure and membership of the Employment Equity Committee, its Sub-committees and its work groups.</p> <p>Continue the activities of the Employment Equity Sub-committees.</p>	<p>The Employment Equity Committee and its Sub-committees and work groups.</p>	<p>Continue the activities of the EE Committee and its sub-committees and work groups.</p>

Topic	Achievements for 1994-95	Activities and Goals for 1995-96	Responsibility Centre	Goals for 1996-97 and 1997-98
<p>4.7 Information sharing for members of designated groups on the EE program and specific departmental measures applicable to each group.</p>	<p>Members of the designated groups are contacted by mail, to inform them of matters of particular interest to them and to send information on behalf of the Sub-committee for the designated groups.</p> <p>A system has been established to maintain contact with employees on leave of absence or extended periods of leave, to keep them abreast of information. Monthly copies of SCAN, Job Alert, Organizational Changes, Personnel Bulletin and Announcements are mailed to employees absent from the workplace.</p> <p>The Employee Resource Centre within the STC Library contains a multitude of resource information for employees (See 3.3).</p>	<p>Continue using appropriate means of communication to inform members of designated groups.</p> <p>Evaluate the mail out program.</p> <p>Continue to publicize the services of the Resource Centres to all employees including those on sick leave and leave without pay.</p> <p>A brochure outlining various services, such as Career Counselling, Employee Assistance, CAD, the Employee Resource Centre and the SMIFs, and contact points is to be developed and distributed to employees during the 1/2 day Managing Diversity awareness session. The brochure will be made available in electronic format on the ICN, and will be available in the Employee Resource Centre.</p>	<p>Human Resources Development Division</p> <p>Employment Equity & Human Resources Planning Section, HRDD</p> <p>Employee Resource Centre/Communications Workgroup</p> <p>Employment Equity and Human Resources Planning Section of HRDD.</p>	<p>Continue using appropriate means of communication to inform members of designated groups.</p> <p>Continue to support the ERC.</p>
<p>4.8 Description of methods used to encourage self-identification and results obtained.</p>	<p>Each new employee is given the opportunity to self identify.</p> <p>During 1994/95 Statistics Canada worked in conjunction with Treasury Board Secretariat to try to link Census data and definitions with the new TBS Self-identification form.</p> <p>All new employees attend an Orientation Session which includes a module on EE.</p> <p>Self identification is encouraged through awareness activities organized by Sub-committees for the designated groups as well as through articles in SCAN (the bi-monthly employee newspaper) and the Monthly Personnel Bulletin.</p>	<p>Examine strategies to encourage self-identification.</p> <p>A project will be put in place to capture Self-identification data from secondary sources including application forms, to achieve a more accurate numerical count of designated group employees at STC.</p> <p>Encourage self identification when the new self-identification form is available from TBS. Put a project in place to make employees more aware of self-identification.</p> <p>Continue EE module in the Employee Orientation session.</p> <p>Continue awareness activities.</p>	<p>HRDD with HROD.</p> <p>Human Resources Development Division.</p> <p>Human Resources Development Division.</p> <p>Sub-committees for the designated groups.</p> <p>Human Resources Development Division.</p>	<p>Continue to encourage self-identification.</p> <p>Continue EE module in Employee Orientation Session.</p> <p>Continue awareness activities.</p> <p>Continue to capture self-identification data through secondary sources.</p> <p>Continue efforts to encourage self-identification.</p>

Topic	Achievements for 1994-95	Activities and Goals for 1995-96	Responsibility Centre	Goals for 1996-97 and 1997-98
<p>4.9 Transcription of information into alternative format</p>		<p>A project will be undertaken to assess the need for alternative format material, determine cost and availability and level of demand for various alternatives and identify priorities for availability of alternative format material.</p>	<p>Marketing Division</p>	
<p>4.10 Furthering employee awareness of Employment Equity Issues in the Workplace.</p>	<p>Several recent middle management level competitions have piloted the use of "the ability to manage a diverse workforce" as an element in the statement of qualifications and have included an Employment Equity related question in the interview portion of the competition.</p> <p>All generic competitions include an Employment Equity element in the Statement of Qualifications, and an Employment Equity related question in the interview portion.</p> <p>Reference material has been made available to candidates to prepare for Employment Equity questions on competitions.</p>	<p>Continue to include Employment Equity in the Statement of Qualifications and interview portion of competitions, and monitor effectiveness.</p> <p>More comprehensive, catalogued reference material will be made available to candidates in the new Employee Resource Centre.</p>	<p>Management involved in competitions</p> <p>The Employee Resource Centre</p>	<p>Continue to include EE as a topic of assessment in competitions.</p> <p>Continue to make board reference material on EE available through the ERC.</p>

5. ACCOUNTABILITY

Objective: To emphasize that Employment Equity is the responsibility of each and every manager and employee within Statistics Canada.

Topic	Achievements for 1994-95	Activities and Goals for 1995-96	Responsibility Centre	Goals for 1996-97 and 1997-98
<p>5.1 Integration of EE Objectives into overall human resources planning and into manager's operational plans</p>	<p>A section on Employment Equity initiatives for each of the designated groups and results is and must be included in each Divisional Program Report.</p> <p>A Divisional Program Report is required to be submitted to the Chief Statistician on a regular basis. The Program Report includes a synopsis on awareness sessions conducted, access to training for designated groups, career development, recruitment, promotions, flexible work patterns, initiatives taken subsequent to the Employee Opinion Survey, and follow-up to Exit Interviews. Each Program Report also outlines employment equity plans for the upcoming year. Program Reports are reviewed by the Chief Statistician and feedback is provided on each Report.</p> <p>Official Languages representatives prepared reports based upon the one-on-one discussions held during Annual Visits to Directors. The Reports provided an outline of Employment Equity issues and strategies. The Chief Statistician and Senior managers are briefed on these discussions and reports.</p>	<p>Divisions will continue to be accountable for employment equity initiatives implemented in their divisions and will report on such in their Divisional Program Reports.</p> <p>Continue Annual Visits to Directors and the briefing of senior management on the results of these visits.</p>	<p>Individual divisions are responsible for regularly preparing Program Reports.</p> <p>Official Languages Officers are responsible for conducting annual visits and preparing a report on these visits.</p>	<p>Continue to include Employment Equity in Divisional Program Report.</p> <p>Continue Annual visits.</p>
<p>5.2 Establishment of an Employment Equity Committee Structure to facilitate the integration of employment equity principles into day-to-day operations.</p>	<p>The unique committee structure employed at Statistics Canada to encourage the commitment and involvement of management in human resources initiatives ensures that Employment Equity is integrated with other Human Resources programs, i.e. recruitment, training, development, awards etc. Grass roots committees develop specific proposals and projects to address direct needs. The proposals are discussed at the Employment Equity Committee or other focal committees such as Training and Development and subsequently forwarded up for recommendation through the Human Resources Development Sub-committee which acts as a decision-making coordination centre for a number of HR Committees. It is the overview of this sub-committee that ensure that Employment Equity objectives are integrated into overall HR planning. The H.R.D. Sub-committee controls the Agenda of the HR Committee, or Policy Committee as it sits to examine HR issues. Policy Committee gives the final approval to proposals, (see item 3.1).</p>	<p>Continue this structure.</p>	<p>Human Resources Development Committee.</p>	<p>Continue to integrate Employment Equity with other Human Resources programs and initiatives.</p>
<p>5.3 Inclusion of EE performance in performance reviews of senior managers.</p>	<p>Employment equity is included in the criteria used for the performance reviews of senior managers.</p>	<p>Continue to include Employment Equity in the criteria used for the performance reviews of senior managers.</p>	<p>Management.</p>	<p>Continue to include EE in the criteria used for the performance appraisal of senior managers.</p>

Topic	Achievements for 1994-95	Activities and Goals for 1995-96	Responsibility Centre	Goals for 1996-97 and 1997-98
<p>5.4 Inclusion of EE in Audits</p>	<p>The PSC Audit conducted in 1992 had two specific recommendations to H.R. Management at STC:</p> <ul style="list-style-type: none"> a) that statements of qualifications be scrutinized towards the aim of ensuring fairness in the selection processes; b) opportunities for promotion should be improved by holding a competition as soon as a position is known to be vacant, or where this is not possible, using equitable procedures such as rotating employees to fill it temporarily. Both recommendations have been addressed, <ul style="list-style-type: none"> i) by a workgroup which reviews selection processes (see 1.2) and ii) by the use of generic competitions (see 1.4) when anticipatory staffing can be used to fill vacancies and by the use of the ELOD bridging program (see 2.3) which will provide training, development and experience so that vacancies can be filled. <p>The PSC Audit concluded that STC has established a structure conducive to the commitment and participation of managers in reaching EE objectives (see items 3.1 and 5.2). The EE Committee was identified as one of the most active.</p>	<p>Continue the role of the Review of Selection Processes Workgroup.</p> <p>Continue the use of generic competitions</p> <p>Take steps necessary to implement the ELOD bridging program (See 2.3)</p>	<p>Review of Selection Process Workgroup</p> <p>ELOD Workgroup of EE Committee</p>	<p>Continue Review of Selection Process Workgroup</p> <p>Develop a plan to assess the ELOD</p>
<p>5.5 Approval and implementation of the Employment Equity Plan</p>	<p>The 1994-95 and 1995-96 Employment Equity Plan has been discussed and approved for implementation. Performance has been monitored through regular reports to the Human Resources Development Sub-committee and through quarterly reports to the Human Resources Development Committee.</p>	<p>The Employment Equity Plan will be reviewed, updated and extended as appropriate. Performance will be monitored through regular reports to the Human Resource Development Committee and through quarterly reports to the Human Resources Development Committee.</p>	<p>HRDD in conjunction with Committee Structure</p>	<p>Continue to monitor goals and achievements.</p>
<p>5.6 Managers attend external courses on Diversity Management and share ideas.</p>	<p>Several senior managers attended external employment equity courses in 1994-95.</p>	<p>Continue management attendance and participation in external courses as well as the Statistics Canada workshop on Managing a Diverse Workforce.</p>	<p>Management.</p>	

C. NUMERICAL TARGETS

Objective: To determine the level of achievement for each designated group

Topic	Achievements for 1994-95	Activities and Goals for 1995-96	Responsibility Centre	Goals for 1996-97 and 1997-98
A graphical review of the achievement of numerical targets for each designated group.	Achievements compared with targets have been analyzed for the period 1986 through 1995 and are presented in tabular form.	Work toward new targets. Assess progress. Report progress to management.	Human Resources Development Division monitors progress.	Continue to work toward targets.

Employment Equity targets for recruitment and promotions for the years 1995 to 1998 have been provided by Treasury Board Secretariat.

Recruitment Targets

Recruitment targets are the proportion of new recruits who, other things being equal, might normally be expected to come from the employment equity designated groups. The data necessary for the calculation of these targets are generated from three sources: (1) the Census of Canada, for information on women, visible minorities and Aboriginal peoples; (2) the Health and Activity Limitation Survey (HALS), for information on persons with disabilities, and (3) the Government of Canada's Population Reporting File for information on the number of employees by occupational group in government departments. Information from the 1991 Census and HALS constitute external availability estimates, i.e. persons in the Canadian workforce who have the skills and experience suitable for occupations in the federal Public Service (PS).

Promotion Targets

Promotion targets are the share of promotions which, other things being equal, might normally be expected to accrue to persons in the designated groups. They are based on internal availability, that is the proportion of persons in the Public Service who are in the employment equity designated groups. Internal availability indicates the size of a pool from which qualified employees could be drawn for movement into progressively senior occupational groups and levels.

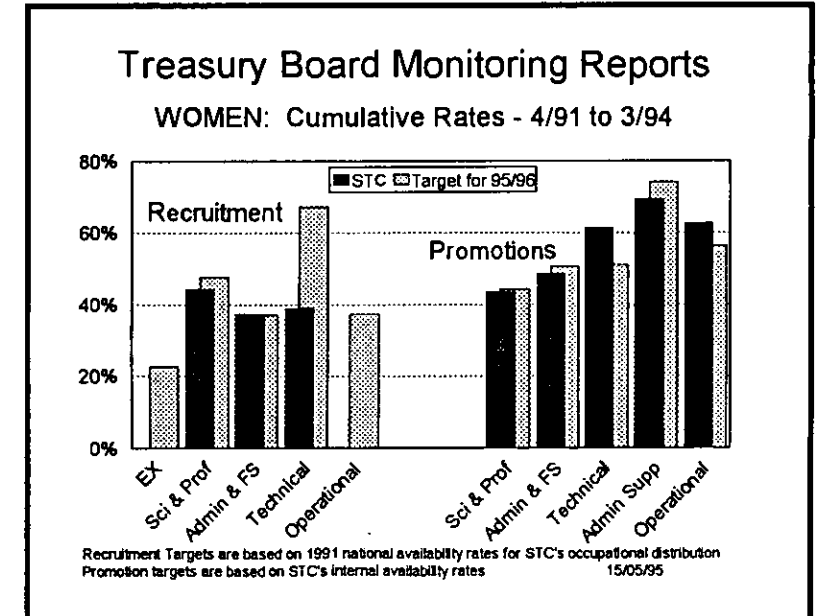
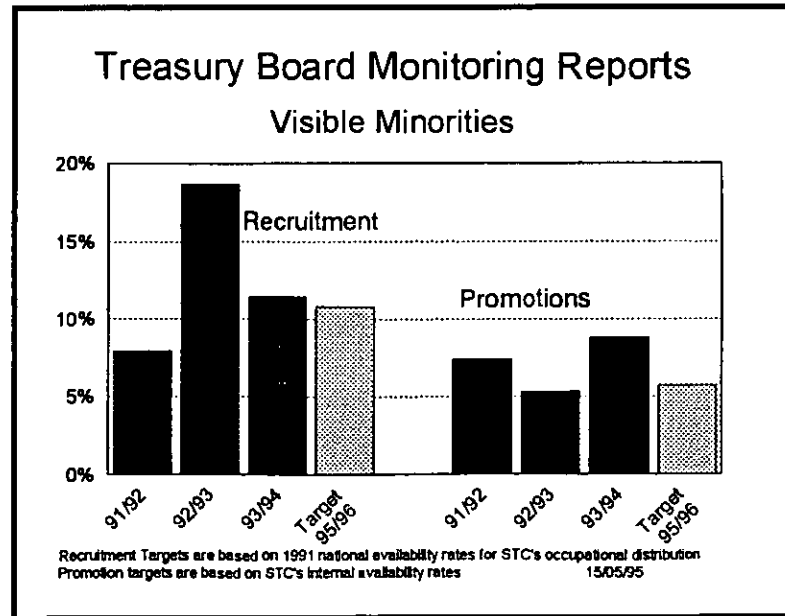
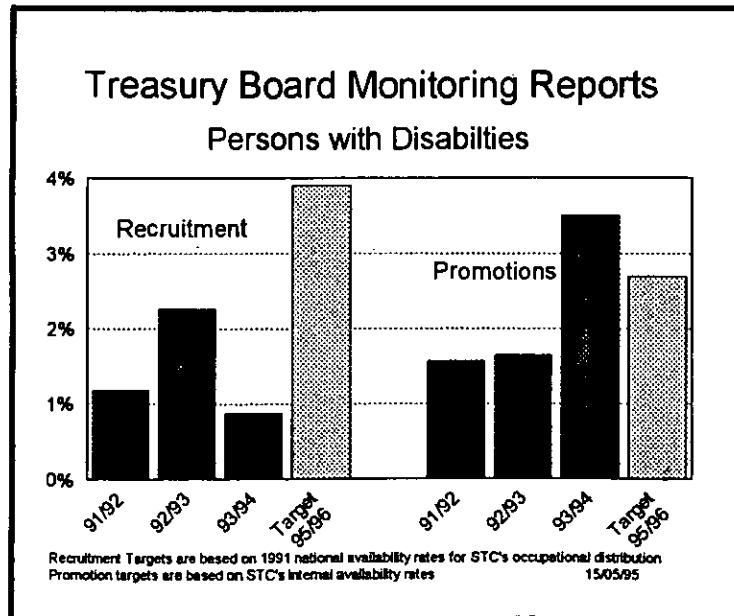
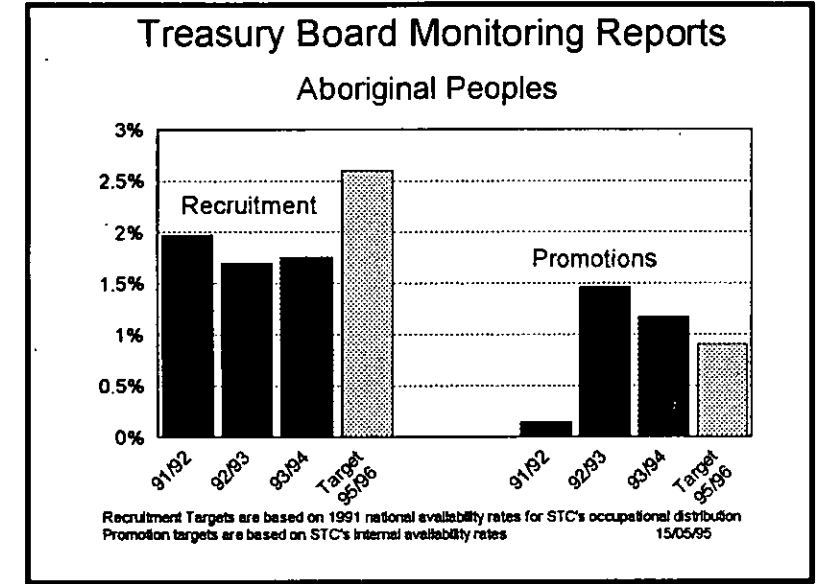
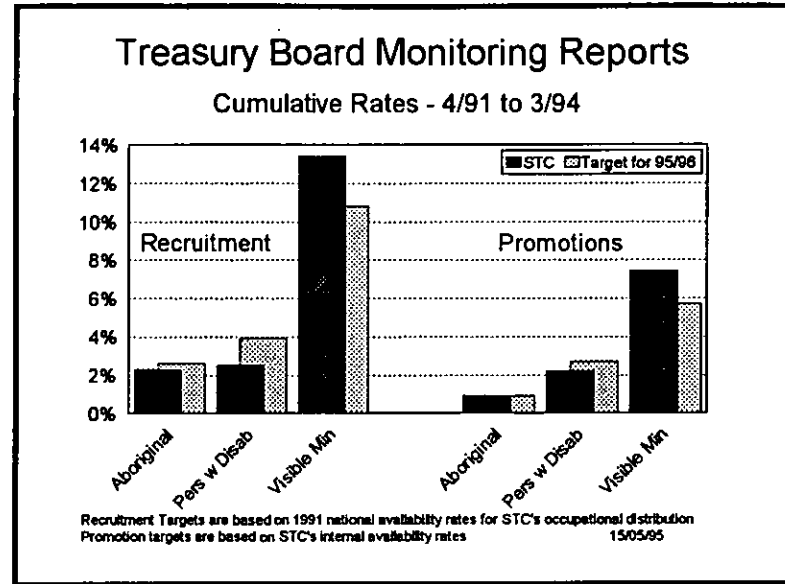
Promotion targets for the employment equity designated groups are equivalent to internal availability in the non-management occupational categories. For women, promotion targets (as for recruitment) are set by occupational category. Promotions within some occupational groups - for example, FS (Foreign Service) and LA (Law) are almost entirely self-contained; hence the feeder pools are easily determined. In others, for example, the Program Administration and Administrative Services groups in the Administrative and Foreign Service Category, there are promotional movements from other areas such as from the Economics, Sociology and Statistics group in the Scientific and Professional Category and from the Clerical and Regulatory group in the Administrative Support Category. The process of determining appropriate feeder pools is based on historical promotion patterns of cross-category movement for the Public Service as a whole.

The Executive Group (EX)

The feeder pool for entry into the Executive Group comprises persons at the equivalent of executives (e.g. Senior Scientists) and those at the two levels immediately below the EX group (referred to as "feeder groups"), for the Public Service as a whole. The representation of persons from the designated groups in this pool constitutes recruitment targets for entry into the Executive Group.

Commencing April 95 there are no longer targets for promotions within the EX category.

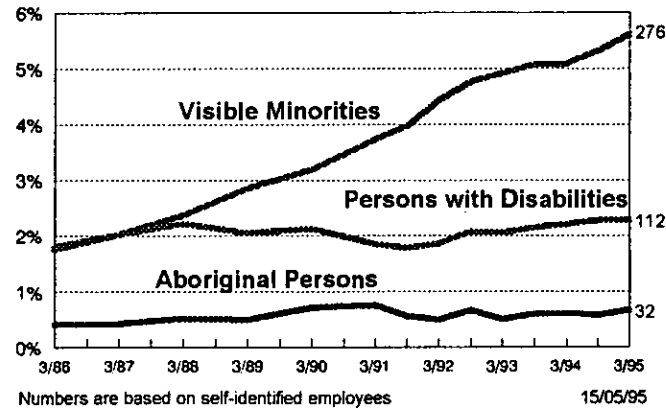
C.1 Recruitment and Promotions - Cumulative rates 04/94 to 03/95



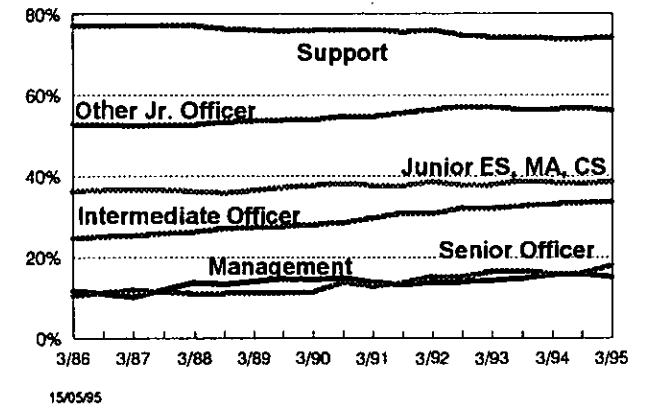
C.2 Statistics Canada - Representation

Statistics Canada Representation

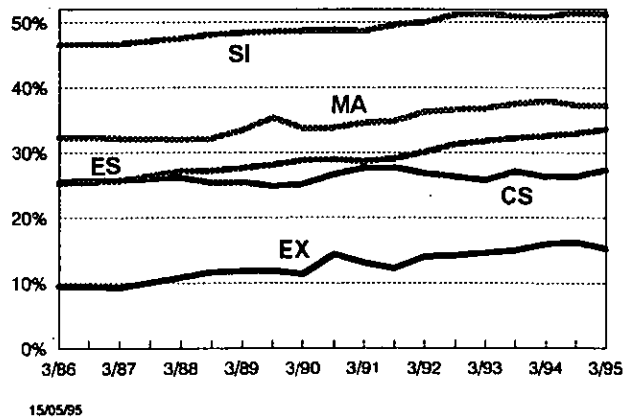
Indeterminate and Terms > 6 (3) months



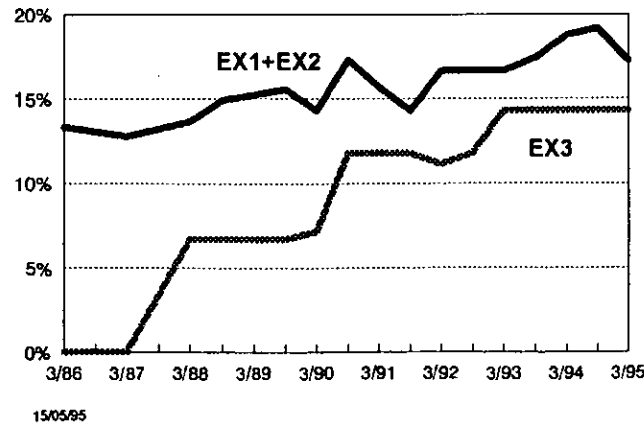
Representation of Women by level
1986 - 1995 Indeterminate Only



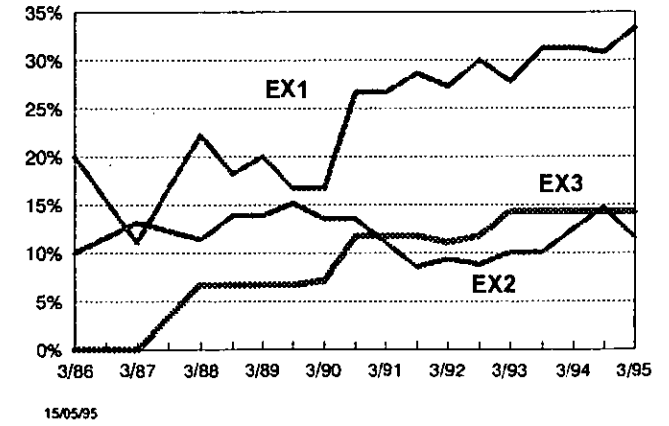
Representation of Women - ES, MA, CS, EX Groups
1986 - 1995 Indeterminate Only



Representation of Women in the EX Group
1986 - 1995 Indeterminate Only



Representation of Women in the EX Group
1986 - 1995 Indeterminate Only





Statistics Canada -
Representation - concl'd

