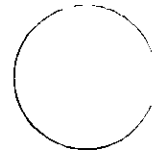


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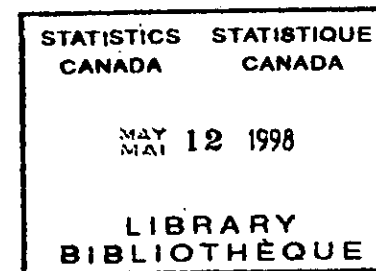
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STATISTICS CANADA EMPLOYMENT EQUITY REPORT AND MULTI-YEAR PLAN

Up-Date

F.Y 1997-98



November 21, 1997

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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 number of cross cutting principles characterize the unique human resources management style of Statistics Canada. These principles include:

<p>Example from the top Incentives Participation Systems approach Repetition, Consistency and Tradition Career Public Servant</p>	<ul style="list-style-type: none"> - Senior management sets the example for employees to follow and lives by the example. - The corporation creates mechanisms which clearly link new programs to benefits that have a direct impact on local work and programs. - Efforts are made to have employees participate, so that they develop a personal stake in obtaining results. Managers participate through a framework of management committees. - The Agency believes in a comprehensive systems approach for each of our Human Resource Programs. - The Agency implements mechanisms which all repeat and reinforce the message "let's all work together as one cohesive organization to make Statistics Canada the best possible". - The Agency believes in the wisdom, creativity and dedication of career public servants, and has in place a series of practices designed to promote employee retention, commitment, and equitable treatment.
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The Employment Equity Committee

At Statistics Canada, Human Resources Development is accepted as a primary responsibility of line managers. The development of an Employment Equity programme has been entrusted to an internal management committee chaired by a line director and which meets once a month. Human resource specialists are available to provide support and advice; however, line managers are held accountable for the success of the major human resource programs.

The Employment Equity Committee serves to provide focus and direction for the various EE initiatives being undertaken within the Agency. Its mandate states: "the role of this committee is to provide policy advice and implement programs to ensure equitable representation and treatment of employees in designated groups. The committee will focus on increasing the awareness of Equity programs, promoting attitudinal change, monitoring adherence to current programs where necessary, providing advice on future policy and program development and establishing the appropriate means to assess accountability in achieving Equity targets". Its composition includes representatives of the four designated groups. While membership in the committee is based upon interest, its members come from a wide variety of groups, levels, occupations and divisions throughout Statistics Canada. An active sub-committee structure focuses on the needs of target groups and workgroups arrange special projects and initiatives to address needs identified by the Employment Equity Committee, or to identify needs: the Women's Issues Committee (WIC), the Visible Minorities Consultative Group, the Sub-Committee on Disability Issues, and the Aboriginal Employees Committee. In addition, 'Product Champions' help to guide projects which are undertaken.

The core program of the Employment Equity Committee is comprised of five thematic topics:

- 1) Awareness and attitude
- 2) Adherence to current policies
- 3) Adaptation of current programs
- 4) Advice on future issues
- 5) Accountability

HIGHLIGHTS OF ACCOMPLISHMENTS IN 1996-97:

A major initiative has been Diversity Awareness Program, which began in July 1993, and is aimed at a sweeping cultural change across the organization through sensitization awareness training. A series of workshops on Managing in a Diverse Workforce was delivered to some 3500 employees through interactive workshops and by cascade teaching. The sensitization is continued through the adaptation of existing training programs to reinforce diversity principles. Two booklets developed for the original course: Managing in a Diverse Workforce and Tips for the Manager in a Diverse Workforce, all useful as reference material.

The project "CAD for Employees with Disabilities" is a new initiative that continues to be fully operational. To assist employees with disabilities in securing CAD assignments incentive funding has been introduced and an Employee Reference Guide for Employees has been produced.

The Technical Support Development Program is a new "bridging" program aimed at providing employees in support positions with the skills, experience and knowledge that are necessary at the junior officer level. The 30 month development programme combines classroom training with work assignments and the trainees are assisted by a mentor. As of February 1997, 64 % of the 189 participants were female.

The Computer Assistant Certificate Program is an initiative aimed at junior level employees in the technical, operational, administrative and administrative support groups who have an aptitude for and an interest in upgrading their computer skills. The program offers a six-week hands-on certificate program in three areas of specialization: System Acceptance Testing and Documentation, Subject Matter Informatics Assistant, LAN Administrator Assistant.

The Employment Equity Report and Multi-year Plan is available to all employees electronically via the departmental Internal Communications Network.

The announcement of new Harassment Prevention Officers (HPO) - five new officers and one renewed - was made in conjunction with the distribution of posters identifying the HPO's, an article in SCAN, the distribution of leaflets on Harassment in the Workplace to all employees and noon-hour sessions presented by the HPO's.

In response to an expressed desire for part-time work found in the 1995 Employee Opinion Survey, information sessions for employees were held and a "Guide to Flexible Work Programs", developed by an EE Workgroup, was distributed. From March 1995 to October 1996 the percentage of senior professionals working "part-time" rose from 10.6 % to 14.7 % and the number of employees "teleworking" has also gradually increased - 4.4 % of the indeterminate employees as of November 1996.

The use of "generic competitions" has increased over the past several years in order to increase the professional flexibility of employees and to reinforce equitable promotional opportunities. Agency-wide competitions aimed at filling vacancies which fall within the same category and require commonality of skills and experience are now the norm for Director, Assistant Director, Section Chief, as well as the CS community. Generic competitions have been found to identify high quality candidates, to increase the number of successful candidates from outside the staffing divisions and most importantly to increase opportunities for advancement for certain designated groups.

A project is being developed within Housing, Family and Social Statistics Division to recruit a number of Aboriginal employees in the Prairie Region. The establishment of the Aboriginal Data Program at STC will facilitate liaison with Aboriginal clients, offer work to candidates from Aboriginal communities to work in an area of interest and provide training opportunities. The program will also provide an opportunity to recruit and retain professional-level candidates. This initiative is a response to the Royal Commission on Aboriginal Peoples which recommended training and skills development for existing and future Aboriginal employees and apprenticeship programs and executive exchanges to facilitate compatibility between Aboriginal government systems and Statistics Canada.

Monitoring by the Review of Selection Processes workgroup is ongoing to ensure fairness in promotional activities and in reclassification. This review of the selection processes, sensitizes managers to obstacles presented in the screening and selection criteria.

Sub-Committee Accomplishments

Each of the EE Target Sub-Committees has held information sessions with guest speakers: to increase the awareness of equity issues within Statistics Canada.

- the WIC organized Women's Week activities: 1) Approximately 170 participants attended a half-day conference featuring Barbara Mozes on the subject of "Career Development in the New Work Environment"; 2) a total of 140 participants chose from eight workshops on a variety of topics designed to not only assist them in their career but to provide them with the opportunity to learn about the services offered and alternative approaches to career development.
- the Visible Minority Consultative Group (VMCG) worked with its memberships to redefine its mandate and terms of reference. The Group also participated in a study initiated by the Canadian Human Rights Commission to provide the public service with constructive input by identifying elements in hiring practices and in the workplace environment. The report entitled "Visible Minorities and the Public Service of Canada", completed by John Samuels & Associates Inc., was made public in February 1997. The Group has since worked with the report to determine what recommendations could be adopted by Statistics Canada.
- members of the Aboriginal Employees Committee organized several activities during Aboriginal Awareness Week (AAW): in 1996, Diana Jardine, Senior legal advisor at IAD spoke on traditional aboriginal law; this year's AAW featured a number of cultural activities and speakers, namely Bob Dixon, from Aboriginal Business Canada of Industry Canada, discussed the aboriginal economic development and Shirley Cardinal, a young teacher, discussed the role of women in traditional aboriginal society;
- during National Access Awareness Week in 1996 Melanie Sexton, from Access Consulting, kicked off activities which included kiosks, exhibits as well as demonstrations on alternative formats and in 1997, Cameron Crawford, Vice-President of the Roeher Institute, spoke of the benefits and rewards of hiring persons with disabilities.

HIGHLIGHTS FOR 1997-98:

Highlights:

Statistics Canada's priorities in Employment Equity are:

1. Targeted Recruitment Initiative

A Targeted Recruitment Initiative comprising an electronic inventory of potential candidates has recently been developed in Human Resources Operations Division. The inventory will be used to refer candidates for the many positions to be staffed as a result of the Agency's major new challenge, PIPES, the Project to Improve Provincial Economic Statistics. This inventory has been created with a special focus on candidates who are Aboriginal peoples or Persons with Disabilities. The database composed of resumés received in response to a targeted solicitation by STC to numerous Aboriginal networks and Persons with Disabilities networks. As well the database includes resumés received from high potential designated group candidates who applied for the Professional Recruitment (ES/MA/CS) and did not qualify for professional positions but appear well cont'dd for SI positions, along with resumés received from IANAC or associations in support of persons with disabilities, and PSC target group inventories. The electronic inventory is available to staffing officers for consideration for job vacancies. To date the Agency has received 163 resumés from Aboriginal candidates. A working group is being established to identify potential SI and CR candidates from this inventory and to conduct preliminary interview and reference checks and provide a brokerage service.

2. Aboriginal Data Program

A project is being developed to recruit a number of Aboriginal employees within Housing, Family and Social Statistics Division in the Prairie Region. The establishment of the Aboriginal Data Program offers an opportunity to candidates from Aboriginal communities to work in an area of interest and receive training. The program will also afford an opportunity to recruit and retain professional-level candidates. The project is in the preliminary stage at this time.

3. Self-Identification Project

A project will be undertaken to encourage self-identification of designated group employees so that the Agency may have more in-depth knowledge of the composition of our workforce and the representation of designated groups. The 1995 Employee Opinion Survey revealed higher representation of designated groups. This project is designed to encourage employees to self-identify so that the Agency can develop programs that are in keeping with the needs of target group employees.

4. Social Science Recruitment and Development Program (SIRDP)

The new Social Science Recruitment and Development Program (SIRDP) with its two year training and assignments phases offers an opportunity for career progression for many of our employees. Special efforts will be made to encourage the participation of employees from the designated groups.

5. Preparing Future Leaders

La Relève has heightened the awareness of the need to develop a cadre of employees for future. A new initiative related to stretching assignments offering middle level employees the opportunity to take on special assignments to increase their corporate knowledge and skills will be developed.

Target Groups - Sub-Committee Initiatives

The Women's Issues Committee

The Women's Issues Committee has identified a number of issues including: representation of women in management; working environment in operational areas; networking techniques; basic training for women in junior levels; and, respect of people as individuals in the management style. Workgroups have been established to examine these issues and formulate recommendations of these topics.

The Aboriginal Employees Committee

The Aboriginal Employees Committee's major focus involves a joint commitment with other federal departments in the National Capital Region, and the Canadian Aboriginal Science and Engineering Association to host the Aboriginal Career Symposium to be held in November 1997. Career kits providing information on the type of careers available at the Agency, will be distributed at the Statistics Canada kiosk, and at the workshops presented by the Agency.

The Visible Minorities Consultative Group (VMCG)

Increased focus will be placed on recruitment of members into the Visible Minorities Consultative Group (VMCG), and on identifying issues of concern to this designated group of employees.

The Sub-Committee on Disabilities Issues

The Sub-Committee on Disabilities Issues will play a role in the Treasury Board Secretariat's Consultation Committee on Employment Equity for Persons with Disabilities. The Agency has representatives on the hiring sub-committee of this federal public service project. Information gained from this participation will be shared in the Agency to help facilitate the employment of persons with disabilities within the Agency.

EMPLOYMENT EQUITY PROGRAM

EMPLOYMENT EQUITY COMMITTEE

<i>ELEMENTS</i>	<i>AWARENESS</i>	<i>ADHERENCE (current policies)</i>	<i>ADAPTATION (current programs)</i>	<i>ADVICE (future issues)</i>	<i>ACCOUNTABILITY</i>
<i>CORE PROGRAM</i>	Diversity Program Sensitization for Recruiters Employee Resource Centre	Review of Selection Processes Harassment In The Workplace Program Senior Personnel Review Committee	Diversity Course Module Computer Assistant Program Technical Support Development Program Alternative Work Arrangements Career Development Assistance Coaching for competitions	Bridging Mentoring Coaching	Statistical Review Report to Treasury Board Employee Opinion Survey Human Resource Program Report

DESIGNATED GROUPS/SUB-COMMITTEES

<i>ELEMENTS</i>	<i>AWARENESS</i>	<i>ADHERENCE (current policies)</i>	<i>ADAPTATION (current programs)</i>	<i>ADVICE (future issues)</i>	<i>ACCOUNTABILITY</i>
<i>WOMEN</i>	"Career Development in the New Work Environment" International Women's Week			Rep of Women in Mgmt Operational Area Envir. Networking techniques Rep in TBS Consultation Cte	
<i>VISIBLE MINORITIES</i>	Promotion of Self-Identification and sub-committee participation			Networking Techniques Training & Development Access	
<i>PEOPLE WITH DISABILITIES</i>	National Access Awareness Week- Employing People with Disabilities		CAD for Employees with Disabilities Enabling Technologies Program Targeted Recruitment Initiative	Representative on TBS Consultation Committees on Employment Equity	
<i>ABORIGINAL PEOPLES</i>	Aboriginal Career Symposium Aboriginal Awareness Week Awareness Training Module		Targeted Recruitment Initiative Training Module Sensitization of Recruitment Officers	Recruitment, Retention and Advancement	Review and Suggestions by Assembly of Manitoba Chiefs (AMC).



Topic	Highlights 1994-95	Highlights 1995-96	Activities and Goals 1996-97	Achievements 1996-97	Responsibility Centre	Goals for 1997-98
<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 screening 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 been beneficial to all levels through this initiative. Education and experience requirements in screening criteria are no longer restricted to narrow subject areas.</p>	<p>The Review of Selection Process Work Group continued to review competitions, sensitize managers and assess the effectiveness, while extending this type of review to competitions at other levels.</p> <p>Regular meetings to review competitions were held but activity of the group diminished with the reduced volume of competition activity due to restraint. Staffing officers were also sensitized on an as required basis. (Refer to 4.1)</p>	<p>Continue to review competitions, sensitize managers and assess the effectiveness.</p>	<p>The Review of Selection Processes Work Group continued to meet and encouraged an increased use of generic competitions where possible.</p>	<p>The Review of Selection Processes Work Group</p>	<p>Continue the role of the Review of Selection Processes Work Group and sensitization of managers.</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>The practice of having at least one female member on each selection board and to include other designated groups when feasible was continued.</p>	<p>Continue to have at least one female member on each selection board, and to include other designated groups when feasible.</p>	<p>The practice was continued.</p>	<p>Management involved in competition process</p>	<p>Continue participation.</p>
<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, six and seven 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>Assessment of effectiveness of generic competitions was done through an appeal held against the ES-06 Section Chief Competition. The concept of creating a pool and escalating screening was accepted.</p> <p>Seek out and investigate tools or tests that will help in unbiased assessments of personal suitability and management skills.</p>	<p>Corporate staffing intends to examine new methods of interviewing and behavior-based questions to update the means used to assess candidates in generic competitions. Research and seminar participation will be used to achieve these goals.</p>	<p>Interested employees eligible to participate in the generic chief competition met with the HRD Sub-Committee and heard their views on key issues. Focus groups were organized encompassing a broader cross-section of employees as well as former candidates in generic competitions. Feedback from this process formed the basis for the Guidelines for Generic Competitions announced by the HRD Sub-Committee in November 25, 1996.</p>	<p>Generic Boards and Senior Management</p>	<p>Continue the use of generic competitions. The generic chief competition will be launched with the newly established guidelines for generic competitions.</p> <p>Examine the effectiveness of recently instituted generic competition processes.</p>
		<p>A briefing package was prepared to assist staffing officers to brief internal boards on EE goals and a preliminary generic guide on the competitive staffing process suitable for use by all groups was produced.</p>	<p>Review the Generic Guide on the competitive staffing process for use by all groups and initiate steps to finalize the guide and make it available to all employees.</p>	<p>The Generic Guide was finalized and issued under the form of Guidelines for Generic Competitions to all employees.</p>	<p>HRDD and HROD Corporate Staffing</p>	<p>Continue use of Generic Guide.</p>

Topic	Highlights 1994-95	Highlights 1995-96	Activities and Goals 1996-97	Achievements 1996-97	Responsibility Centre	Goals for 1997-98
<p>1.4 Cont'd</p> <p>Measures taken to encourage candidates from designated groups to enter competitions</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.</p>	<p>A project to establish a Promotion Review process enabling chiefs and supervisors direct input into the competitive process for MA staff was examined. The working group studied a proposal to consider extending the peer review beyond MA-03. The group also suggested extending a reference check contributing to scores in abilities as well as personal suitability.</p>	<p>Continue to study extension of peer review as well as assessing the adaptability of promotion processes from other statistical agencies.</p>	<p>Changes have been made in the MA-04 competition to reflect recommendations of the working group.</p> <p>A document entitled the Royce/Swain Report was released on how to run the competitive process and the resulting recommendations were implemented in the MA-4 competition.</p>	<p>Methodology Branch Management</p>	<p>Continue to study extension of peer review.</p> <p>Report recommendations adopted will be evaluated as to their effectiveness on an ongoing basis.</p>
	<p>Two focal points have been assigned in HROD to strengthen the recruitment and retention of employees with disabilities and Aboriginal employees. The focal points (staffing officers), are responsible for marketing target 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>Focal points have worked closely with the Task Force on Aboriginal Recruitment and Retention and the Program Manager, Making the Corporate Assignment Program Work for Employees with Disabilities (Special Measures Innovation Fund (SMIF)), to facilitate the participation of target group employees in selection processes and to market term employees. Location of positions for Aboriginal employees continues. A collection of resumé is available to staffing officers for consideration for job vacancies.</p>	<p>Location of positions for Aboriginal employees remains a priority. In anticipation of significant increases in corporate hiring, an electronic inventory for HROD is envisaged that would be accessible by staffing officers to refer Aboriginal, Persons with Disabilities and other Employment Equity target group candidates to job vacancies as they occur.</p>	<p>Location of positions for Aboriginal employees continued as well as the marketing of Agency jobs anticipated from budgetary expansion (Project to Improve Provincial Economic Statistics).</p> <p>A new Targeted Recruitment Inventory (TRI) is in place. TRI is a fully operational automated inventory accessible by Local Area Network designate to enable staffing officers to refer qualified Aboriginal, Persons with Disabilities and other EE target groups for job vacancies as they occur.</p> <p>A flyer was developed for the recruitment and marketing of Aboriginal employees.</p>	<p>HROD, Aboriginal Recruitment and Retention Project, Making the Corporate Assignment Program Work for Employees with Disabilities, (Corporate Assignments Division), Aboriginal Inventory Work Group.</p>	<p>Continue to seek and locate positions for Aboriginal employees and Persons with Disabilities. Monitor and assess the effectiveness of TRI, the electronic inventory in HROD.</p>

Topic	Highlights 1994-95	Highlights 1995-96	Activities and Goals 1996-97	Achievements 1996-97	Responsibility Centre	Goals for 1997-98
<p>1.4 Cont'd</p> <p>Measures taken to encourage candidates from designated groups to enter competitions</p>		<p>External contacts have been made with non-governmental agencies to attract persons with disabilities for regular and summer employment. The program manager, Making the Corporate Assignment Program Work for Employees with Disabilities, Corporate Assignments Division is in regular contact with outside organizations. Several organizations have also been sent the "Statistics Canada Reference Guide for Employees with Disabilities".</p>	<p>Continue networking with outside organizations and planning annual awareness events for National Access Awareness Week (NAAW) 1997.</p>	<p>Networking with outside organizations continued including organizations such as Heritage Canada and Department of Justice who expressed interest in the Corporate Assignments initiative.</p> <p>An information sheet on Corporate Assignments and PIPES as related to Persons with Disabilities was sent to all Agency employees with disabilities.</p>	<p>Corporate Assignments Division (CAD) for Employees with Disabilities, HRDD and Sub-Committee on Disability Issues</p>	<p>Continue regular outside contact to attract candidates and NAAW planning.</p>
		<p>Indian and Northern Affairs's inventories of Aboriginal students and graduates were used to attract Aboriginal persons and Aboriginal recruitment lists consulted and candidates referred to the CS Recruitment Program. Focal points in HROD examined the possibility of a centralized inventory system of EE designated groups.</p>	<p>Continue to receive current candidate lists from universities and Aboriginal organizations and associations for referral to any active corporate recruitment teams.</p>	<p>Candidate lists from universities, Aboriginal organizations and associations were received.</p> <p>A visit was made to the AMC in Winnipeg, and the AMC are now sharing their Employment Equity Networking list with the Agency. This list will enable the Agency to reach out and advertise our recruiting activities directly to Aboriginal associations who are trying to place candidates for work.</p>	<p>HROD and Aboriginal Recruitment and Retention Project</p>	<p>Continue to network and increase measures to attract Aboriginal Persons.</p>
		<p>Internally, contacts were made to facilitate arrangements for designated group members referred through various programs. STC remained active in meeting with organizations in order to hire candidates for temporary summer work terms.</p>	<p>Continue to maintain contact with these organizations.</p>	<p>Contact was maintained with these organizations.</p>	<p>HRDD</p>	<p>Continue to maintain contact with these organizations.</p>

Topic	Highlights 1994-95	Highlights 1995-96	Activities and Goals 1996-97	Achievements 1996-97	Responsibility Centre	Goals for 1997-98
<p>1.4 Cont'd Measures taken to encourage candidates from designated groups to enter competitions</p>	<p>A script for a video explaining staffing procedures in sign language has been developed.</p>	<p>A video was to be produced, publicized, and made available in the Employee Resource Centre. The project was placed on hold indefinitely due to lack of qualified technical resources.</p>	<p>Project was placed on hold indefinitely due to lack of qualified technical resources.</p>	<p>Project on hold indefinitely.</p>	<p>Sub-Committee on Disability Issues</p>	
	<p>The effectiveness of sending competition posters to women who are potential candidates was evaluated and the practice was discontinued since women now apply for competitions in numbers proportional to their representation.</p>	<p>Other methods to encourage women and other designated group members to apply to competitions were examined. The Women's Issues Committee (WIC) sponsored noon-hour presentations for employees on career development.</p>	<p>Continue methods to encourage designated group participation in competitions.</p>	<p>A noon-hour tutorial session on "How to compete in the Competitive Process" has been presented to both employees of designated groups as well as non-designated groups. (Refer to 2.6)</p>	<p>EE and HRDD</p>	<p>Continue to organize information sessions on career development themes.</p>
<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 were briefed on Employment Equity goals. Recruiters attend a half-day Employment Equity Workshop to sensitize them to Employment Equity issues and concerns.</p>	<p>Employment Equity continued to be included in University Recruitment publicity. Sensitization sessions were continued as necessary.</p>	<p>Continue existing measures.</p>	<p>Sensitization sessions were done for the recruitment teams. Recruitment flyer which profiles the major occupational groups was prepared and sent to Aboriginal associations, organizations, friendship centres, the Aboriginal Peoples Network (APN) and the interdepartmental Aboriginal Consultation Group. The recruitment flyer was also published in the APN newsletter.</p>	<p>Recruiting Teams, Directors and HROD.</p>	<p>Continue to include Employment Equity in University Recruitment Publicity and repeat sensitization sessions. Recruitment flyer for Persons with Disabilities and Aboriginal Persons will be sent out to post-secondary institutions.</p>
	<p>All University recruiting teams composed of men and women.</p>	<p>Sensitization sessions were modified according to comments made by recruiters in the debriefing sessions and by members of internal selection boards. Recruitment teams maintained composition of both male and female. The project officers responsible for Aboriginal Recruitment and Retention and Persons with Disabilities assisted in project delivery.</p>	<p>Continue practice.</p>	<p>Practice was continued.</p>	<p>Recruiting Teams and HROD</p>	<p>Continue practice.</p>

Topic	Highlights 1994-95	Highlights 1995-96	Activities and Goals 1996-97	Achievements 1996-97	Responsibility Centre	Goals for 1997-98
<p>1.5 Cont'd Measures taken to ensure an unbiased approach and encourage candidates from designated groups to apply to the University Recruitment Campaign.</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>Employment Equity endorsement in University Recruitment Programs was maintained. In February 1995, a manager and an Aboriginal officer visited two universities in western Canada to do a presentation on the STC corporate ES, MA and CS recruitment and development programs. Pictures and posters make mention of Agency's commitment to Employment Equity.</p>	<p>Continue annual visits to University campuses, Agency resources permitting, and encourage members from designated groups to apply.</p>	<p>Visits to university campuses continued. Special arrangements were made to re-open the PSC candidate inventory for Aboriginal Persons and Persons with Disabilities for anticipated Agency hiring initiatives.</p>	<p>Aboriginal Recruitment and Retention Project and CAD HROD and Aboriginal Recruitment and Retention Project.</p>	<p>Continue practice. Monitor the referral and hiring.</p>
		<p>Accommodations are made for candidates with disabilities.</p>	<p>Continue to make appropriate accommodations.</p>	<p>The practice was continued.</p>	<p>HRDD, HRDD & Recruiters</p>	<p>Continue to make appropriate accommodations.</p>
	<p>The recruitment process is monitored and analysed at each stage. Recruiters are debriefed after the recruitment process has been completed.</p>	<p>The results of the CS recruitment program were analyzed and monitored at each stage in terms of Employment Equity representation.</p>	<p>Continue existing practice.</p>	<p>The practice was continued.</p>	<p>HROD</p>	<p>Continue to be focal point and initial point of contact.</p>
	<p>A process has been put in place with the agreement of the PSC, whereby STC is now the focal point for Aboriginal Peoples 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>Statistics Canada continued to be a focal point for Aboriginal Peoples and persons with disabilities seeking employment with the Agency. Applications came directly to the Agency and were subsequently added to the PSC inventory.</p>	<p>Continue the special inventory arrangements with the PSC.</p>	<p>Special inventory arrangements were continued.</p>	<p>HROD/Aboriginal Recruitment and Retention Project</p>	<p>Continue the practice.</p>

Topic	Highlights 1994-95	Highlights 1995-96	Activities and Goals 1996-97	Achievements 1996-97	Responsibility Centre	Goals for 1997-98
<p>1.6 Determining 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 all Task Force Recommendations.</p>	<p>Three Aboriginal employees were hired in 1995-96 in the face of limited resources for recruitment.</p> <p>The Special Measures Initiative Funded project entitled "The Development of Strategies for Improving Aboriginal Recruitment, Retention and Advancement", continued Project activities to be completed by March 31, 1996 and received an extension to March 1997. The project provided sensitization awareness in the diversity training undertaken in the Agency, strengthened networking with Aboriginal organizations, and was actively involved in the Aboriginal Career Symposium held in November 1995.</p>	<p>The Assembly of Manitoba Chiefs (AMC) will be consulted on initiatives to further employment prospects of Aboriginal Peoples as per the Canadian Human Rights Master Agreement.</p> <p>Focus will turn to activities geared to internal issues, such as: the completion of a module on Aboriginal issues as part of the Middle Level Officer and Supervisory courses and addition of an Aboriginal perspective to the Technical Support program currently under development; continued involvement in sensitization sessions; networking initiatives with Aboriginal organizations re: Agency Aboriginal data sources and career opportunities at STC.</p> <p>The change in focus is due to the reduced hiring stemming from fiscal restraints.</p>	<p>Consultation is ongoing and updates on Agency progress reported at AMC scheduled meetings.</p> <p>A project is being developed within Housing, Family and Social Statistics Division to recruit a number of Aboriginal employees in the Prairie Region. The establishment of the Aboriginal Data Program at STC will facilitate liaison with Aboriginal clients, offer work to candidates from Aboriginal communities to work in an area of interest and provide training opportunities. The program will also provide an opportunity to recruit and retain professional-level candidates. This initiative is a response to the Royal Commission on Aboriginal Peoples which recommended training and skills development for existing and future Aboriginal employees and apprenticeship programs and executive exchanges to facilitate compatibility between Aboriginal government systems and STC.</p> <p>Statistics Canada continues to fund the project. Modules for Agency courses have been drafted and will be piloted with Aboriginal employees as well as the Employment Equity Committee.</p>	<p>Employment Equity Committee.</p> <p>Prairie Region and in Housing, Family and Social Statistics Division.</p>	<p>Initiate consultative program with AMC.</p> <p>Implement program.</p> <p>The focus will now include activities geared to external issues in view of recruitment resulting from PIPES.</p>
		<p>A Career Opportunities Kit aimed at Aboriginal candidates suitable for adaptation by other designated groups for use at symposiums and the 1996 Census was placed on temporary hold.</p>	<p>The project will continue work on a Career Information Kit offering information about fields of work at Statistics Canada and training and experience required to work these occupations, as well as documentation on, "Interview Preparation" and "How to conduct interviews with Aboriginal Peoples".</p>	<p>A draft Career Information Kit is underway.</p>	<p>Employment Equity Committee.</p>	<p>The information kit will be used at the National Aboriginal Career Symposium 1997 and will be sent to various secondary and post-secondary institutions.</p>

Topic	Highlights 1994-95	Highlights 1995-96	Activities and Goals 1996-97	Achievements 1996-97	Responsibility Centre	Goals for 1997-98
1.7 Measures taken to facilitate the recruitment and retention of Aboriginal Peoples.	The SMIF project entitled "The Development of Strategies for Improving Aboriginal Recruitment Retention and Advancement" (see 1.6 above) received funding and was implemented.	The SMIF Project entitled "The Development of Strategies for Improving Aboriginal Recruitment, Retention and Advancement" was continued.	Continue SMIF project.	With the conclusion of the SMIF the project will continue under funding by the Agency.	Aboriginal Recruitment and Retention Project	Continue project.
	An Aboriginal employee was involved in cultural sensitization sessions for interviewers in the Professional Recruitment Program (ES/MA/CS), and as a resource person on the workshops on Managing in a Diverse Workforce.	An Aboriginal employee continued to be involved in cultural sensitization courses which were conducted for the Professional Recruitment Program.	Continue the sensitization.	Sensitization continued on an as required basis.	Aboriginal Recruitment and Retention Project	Continue sensitization.
	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.	Applications from Aboriginal employees who apply for professional positions and who do not meet the specific requirements necessary for professional positions were referred for positions of a technical or administrative nature.	Continue practice.	Sensitization continued on an as required basis. Practice is ongoing.	Aboriginal Recruitment and Retention Project	Continue practice, and work in conjunction with TRI (1.4).
	Applications of Aboriginal candidates are considered irrespective of the deadlines for application, within the Professional Recruitment Program (ES/MA/CS).	Practice was continued.	Continue practice.	Practice is ongoing.	HROD, Aboriginal Recruitment and Retention Project	Continue practice.
	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 and Aboriginal organizations and associations.	The brochure entitled "Career Opportunities at Statistics Canada" was sent to reserves and circulated to colleges and universities in Canada and Aboriginal organizations and associations.	The Career Opportunities brochure will be sent to organizations already mentioned on an as requested basis.	Practice was continued.	Aboriginal Recruitment and Retention Project	Continue practice.
		A poster and bookmarks targeted toward Aboriginal students were designed and printed for use during the Aboriginal Career Symposium held November 1995. Remaining stock is planned for use in any future Aboriginal recruitment initiatives.	Ongoing use of poster and bookmarks as a promotional/recruitment tool.	Use of poster is ongoing.	Aboriginal Recruitment and Retention Project	Continue use of poster and bookmarks for promotion.
				A Recruitment flyer which profiles major occupational groups has been designed and will be sent to Aboriginal associations, organizations, friendship Centres, the Aboriginal Peoples Network (APN) and the Independent Consultation group.	Aboriginal Recruitment and Retention Project.	Distribute flyer.

Topic	Highlights 1994-95	Highlights 1995-96	Activities and Goals 1996-97	Achievements 1996-97	Responsibility Centre	Goals for 1997-98
<p>1.7 Cont'd Measures taken to facilitate the recruitment and retention of Aboriginal Peoples</p>		<p>Familiarization materials for Aboriginal students who are potential recruits was under development.</p>	<p>Completion of familiarization materials.</p>		<p>Aboriginal Recruitment and Retention Project.</p>	<p>Completion familiarization materials.</p>
	<p>Outreach initiatives to make students aware of career opportunities at Statistics Canada, have been put in place through SMI 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>An advertising plan to advertise career opportunities in Aboriginal media/ Communication Societies was under development.</p>	<p>The use of advertising plan is dependent on available departmental hiring resources.</p>	<p>The advertising was used for communication involving the 1996 Census of Population and the Regional Offices. The Agency has initiated discussions regarding recruitment and Development Program will be promoted on a CD-ROM entitled First Peoples of Canada Directory to be produced by Two Rivers Technologies Ltd. The CD ROM will be updated annually and disseminated to some 2,000 users.</p>	<p>Aboriginal Recruitment and Retention Project.</p>	<p>Continue to use the Advertising Plan in view of recruitment hiring for PIPES.</p>
		<p>A data base containing addresses of Aboriginal organizations, associations, universities, colleges, private and public sector organizations, and government departments has been developed.</p>	<p>Continue maintenance of data base.</p>	<p>Data base was maintained and updated. Material from AMC Networking list was incorporated, (1.4).</p>	<p>Aboriginal Recruitment and Retention Project.</p>	<p>Continue maintenance of data base.</p>
	<p>An information session was presented February 1995 in Winnipeg to Aboriginal Peoples, to publicize opportunities at Statistics Canada.</p>	<p>Partnerships with other federal departments and large private sector corporations for joint recruitment activities have been established. In February 1995, two officers visited two universities in western Canada to do a presentation on the STC corporate ES, MA and CS recruitment and development programs. Due to fiscal restraint the University Recruitment Campaign was limited to CS-01 recruitment.</p>	<p>Continue establishment of partnerships to prepare for future recruitment activities. Consult with AMC and other Aboriginal organizations.</p>	<p>Work on partnerships continued. The Agency is now a member of the interprovincial Association of Native Employers (IANE). And an STC Aboriginal employee is now on the board of directors for the Ottawa Chapter of IANE. A conference on employment is in the planning stages for June 1997.</p>	<p>Aboriginal Recruitment and Retention Project.</p>	<p>Partnerships will include membership in the Canadian Association of Career Educators and Employers.</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>Training courses and associated manuals are under development.</p>	<p>Teacher's kit will be updated every four years prior to the Census.</p>	<p>Teachers kit was updated for 1996 Census.</p>	<p>Aboriginal Recruitment and Retention Project.</p>	<p>Continue use of kit.</p>

Topic	Highlights 1994-95	Highlights 1995-96	Activities and Goals 1996-97	Achievements 1996-97	Responsibility Centre	Goals for 1997-98
<p>1.7 Cont'd Measures taken to facilitate the recruitment and retention of Aboriginal Peoples.</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 were under development for inclusion in courses for supervisors and managers.</p>	<p>Continue project to develop training modules.</p>	<p>Modules have been developed for pilot testing in 97-98.</p>	<p>Aboriginal Recruitment and Retention Project</p>	<p>Deliver pilot to Aboriginal Employees Committee, the Employment Equity Committee and the Committee on Aboriginal Data Co-ordination.</p>
	<p>A focal point dealing with the needs of Aboriginal Peoples has been appointed in HROD. This Human Resources Advisor monitors Aboriginal recruitment and retention, markets Aboriginal employees and attempts to seek positions for Aboriginal employees 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>The role of the focal point was developed.</p>	<p>Continue the role of the focal point.</p>	<p>The role of the focal point was continued.</p>	<p>HROD</p>	<p>Continue the role of the focal point.</p>
		<p>The Federal Summer Student Employment Program (FSSEP) is a program that facilitates the hiring of full-time students for summer jobs. In March 1996, Directors were reminded of STC's commitment to promote the hiring of designated group members from the Student Employment Program.</p>	<p>Continue to market FSSEP.</p>	<p>The Federal Summer Experience Work Program (FSWEP) which has replaced FSSEP, is to be marketed at the Aboriginal Career Symposium as well as mentioned at presentations given to post-secondary institutions.</p>	<p>Aboriginal Recruitment and Retention Project</p>	<p>Continue marketing of FSWEP.</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>The Exit Survey was to be examined to ascertain whether it is sensitized to Aboriginal Peoples, and develop a specially designed questionnaire for Aboriginal Peoples. The Survey was conducted in 1995-96, however, there had been very few separations.</p>	<p>The Exit Survey has been placed on a temporary hold due to the extremely limited number of separations. The need for such an Exit Survey and the focus of the survey are to be re-examined.</p>		<p>HRDD and EE Committee and EE Sub-Committees</p>	<p>To be reassessed.</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	Highlights 1994-95	Highlights 1995-96	Activities and Goals 1996-97	Achievements 1996-97	Responsibility Centre	Goals for 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>The 1995 Employee Opinion Survey (EOS), revealed that approximately 84% of indeterminate employees reported that they had a performance review interview with their immediate supervisor during the past year. This number included employees who had been at work for fewer than six months during the previous year, and therefore did not require a performance review.</p> <p>The 1995 EOS found that about 57% of indeterminate employees reported that they were offered a skip-level meeting within the past two years and about 41% of indeterminate employees actually had skip-level meetings. The Employee Performance Review Form was revised to capture data on skip level meetings and the Guide to Performance Review was revised to include a section on roles of individuals and managers in skip-level meetings.</p>	<p>Encourage the participation in skip-level meetings across the divisions and monitor participation rates.</p>	<p>For 1995/96, in general, more employees were offered skip-level interviews. Actual interviews increased in the more senior groups. The breakdown is as follows:</p> <table border="1" data-bbox="1662 439 1995 650"> <thead> <tr> <th></th> <th>Offered</th> <th>Interviewed</th> </tr> </thead> <tbody> <tr> <td>Support</td> <td>68%</td> <td>29%</td> </tr> <tr> <td>Junior Off.</td> <td>82%</td> <td>35%</td> </tr> <tr> <td>Junior Prof.</td> <td>86%</td> <td>47%</td> </tr> <tr> <td>Intermed. Off.</td> <td>85%</td> <td>44%</td> </tr> <tr> <td>Senior Off.</td> <td>83%</td> <td>48%</td> </tr> <tr> <td>Management</td> <td>67%</td> <td>44%</td> </tr> </tbody> </table>		Offered	Interviewed	Support	68%	29%	Junior Off.	82%	35%	Junior Prof.	86%	47%	Intermed. Off.	85%	44%	Senior Off.	83%	48%	Management	67%	44%	<p>Human Resources Development Division (HRDD)</p>	<p>Monitor the participation in skip-level meetings across the divisions.</p>
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<p>2.2 Use of Corporate Assignments (CAD) to facilitate career development</p>	<p>All permanent employees have the right to be considered for a Corporate Assignment (CAD) after four years in the same position. Both the Special Measures Innovation Fund (SMIF) on Aboriginal Recruitment and Retention (See 1.7) and the SMIF on Making the Corporate Assignments Program Work for Employees with Disabilities (See 2.6) make extensive use of CAD in marketing employees.</p>	<p>The project manager for Making the Corporate Assignments Program Work for Employees with Disabilities and the project officer for Aboriginal Recruitment and Retention worked in collaboration with the Focal Points (Refer to 1.4 and 2.6) to encourage and assist employees in the designated groups in work placement of work assignments and career counselling, using CAD as a developmental tool.</p> <p>Continued to monitor and analyze the participation of designated group members in the CAD Process.</p>	<p>Continue to encourage designated persons to use CAD as a developmental tool.</p>	<p>Employees in the designated groups continued to be encouraged to use CAD to find work assignments and career counseling through the Making the Corporate Assignments Program Work for Employees with Disabilities project. The project manager worked closely with the Employee Assistance Program; the project officer for Aboriginal Recruitment and Retention; and the Focal Points (Refer to 1.4 and 2.6) to aid in placing employees.</p>	<p>Corporate Assignments Division (CAD)</p>	<p>Continue the use of CAD as a developmental tool for designated persons.</p>																					

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<p>2.2 Cont'd</p> <p>Use of Corporate Assignments (CAD) to facilitate career development</p>		<p>The SMI Corporate Assignments Program for employees with disabilities exceeded initial expectations. Twenty-six employees applied to the SMI CAD program. A total of 18 corporate assignments was negotiated between October 1994 and March 1996. The program was able to accommodate employees with various disabilities. While SMI funding for this project ended in March 1996, the project continued fully funded by the Agency.</p>	<p>Continue the use of CAD as a developmental tool.</p>	<p>The Corporate Assignments Program for employees with disabilities continued, fully funded by the Agency. Thirty-seven employees applied. Twenty-two corporate assignments were negotiated between April 1996 and March 31, 1997.</p>	<p>CAD</p>	<p>Continue</p>
	<p>An analysis of CAD participation rates for designated groups was conducted in 1994-95. It revealed that in 1993-94 women received 49.9% of CAD assignments, while in 1994-95 the percentage of women having CAD assignments rose marginally to 50.6%. Employees with disabilities received 0.4% of CAD assignments in 1993-94 and 1.0% in 1994-95; visible minority employees received 3.5% of CAD assignments in 1993-94 and 3.3% in 1994-95; Aboriginal employees received 0.3% of assignments in 1993-94 and 0.5% in 1994-95.</p>	<p>An analysis of CAD participation rates for designated groups was conducted in 1995-96. It revealed:</p> <p>In 1994-95 women received 50.6% of CAD assignments, while in 95-96 the percentage of women having CAD assignments dropped slightly to 49.6%.</p> <p>Employees with disabilities received 1.0% of CAD assignments in 1994-95 and 2.9% in 1995-96.</p> <p>Visible minority employees received 3.3% of CAD assignments in 1994-95 and 8.0% in 1995-96.</p> <p>Aboriginal employees received .5% of CAD assignments in 1994-95 and 1.0% in 1995-96.</p>	<p>Continue to monitor and analyze the participation of designated group members in the CAD process.</p>	<p>CAD participation rates for 1996-97 showed an increase across all groups.</p> <p>In 1996-97:</p> <p>Women received 50.3% of CAD assignments.</p> <p>Employees with disabilities received 3.2% of CAD assignments.</p> <p>Visible minority employees received 10.9% of CAD assignments.</p> <p>Aboriginal employees received 1.4% of CAD assignments.</p>	<p>HRDD</p>	<p>Continue to monitor.</p>
<p>2.3</p> <p>Use of Training and 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 12 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 co-ordinators appointed from three Fields. One third of the CS-1s are from the designated groups. This new program will ensure that training and developmental measures are readily accessible.</p>	<p>Training and development needs for CS-1's were identified. Recruited CS-1's completed the six-week Survey Skills Development Course; Overview of Data Analysis; and the Orientation Program for New Employees. Graduates who completed their third rotation also attended a final two-day seminar.</p> <p>Training and Development for CS-2's was identified. They received formal and on-the-job training in both technical and subject-matter areas relating to their assignments as well as generalized training relevant to the agency as a whole.</p>	<p>Monitor the use of developmental programs and add to them as necessary.</p>	<p>In 1996-97, several information sessions were given to CS-1's and CS-2's to help them to prepare for the generic competition process.</p> <p>Several orientation sessions were held, sponsored by participating divisions for CS recruits who were nearing the end of their training to help in their placement within the Agency.</p>	<p>CS Career Management Working Group.</p>	<p>Continue and monitor.</p>

Topic	Highlights 1994-95	Highlights 1995-96	Activities and Goals 1996-97	Achievements 1996-97	Responsibility Centre	Goals for 1997-98
<p>2.3 Cont'd Use of Training and Developmental Programs to extend access to career broadening experience</p>		<p>A new six-week Computer Assistant Certificate Program, which allowed participants to choose from three speciality areas: LAN, Systems Applications or Subject-matter was piloted. One hundred and eighty-five employees were recommended by their divisions for this training. The Computer Assistant Certificate Program was seen as one of the key means to achieving redeployment.</p>	<p>Monitor and analyze the participation of designated groups.</p>	<p>As of March 1997, 371 applications had been received and 180 employees had completed one of the three courses. This program remains a key means of achieving redeployment and a method of increasing the availability of opportunities and strengthening the skills of the workforce.</p>	<p>Training and Development Committee and HRDD</p>	<p>Continue and monitor.</p>
		<p>A LAN Administration Certification program was proposed to develop certification training programs for each level of LAN Administrators. Human Resources Development Sub-Committee approved an internal generic approach to a CS career stream in the area of LAN management. Generic CS 1,2,3 positions will be filled from generic competitions held corporately to qualify LAN Administrators.</p>	<p>This program was piloted in October 1996.</p>	<p>During 1996 a new career stream for CS employees was established. Profiles on skill competencies for those working on the LAN (CS-2, CS-1 and below) have been developed, and a complete curriculum of classroom style courses, computer-based training and interactive workshops is being prepared to provide these skill competencies. The project is currently in the design stage. A portion of the new program will be in place by the Summer of 1997.</p>	<p>Informatics Training</p>	<p>Assess the effectiveness of the LAN Certification program. Continue and monitor.</p>
	<p>An Entry-level Officer Development Program (ELOD) for the progression to Social Science Support (SI) Group has recently been proposed. The ELOD 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 EOS, involves competitive entry, and an 18 month training period particularly in computer skills. The program is facilitated by a mentor.</p>	<p>The ELOD Program's policy was modified and re-named the "Technical Support Development Program". This program consisted of two major areas of work: Technical and Project Management of Collection and Dissemination. The program offered a combination of both work assignments and training covering a period of 30 months. Mentors played a key role in the management of the trainees' career development.</p> <p>Over 800 employees participated in the Survey Support Certificate Course (SSCC). The SSCC was designed to provide a general upgrading of participants' skills and a broad overview of the Agency's work and organization.</p>	<p>Submit the proposal to the Human Resources Development Committee. The goal is to pilot the program in May 1996.</p>	<p>Information sessions about the Technical Support Development Program (TSDP) were held in June 1996. A total of 189 participants applied to the selection process. Of these, 64% were female. Thirty applicants were chosen for the pilot program. All TSDP applicants chose a mentor (either someone they already knew or from a pool of mentors), and began their first assignment in the Fall of 1996. The program combines six months of classroom training (not consecutive) and a minimum of two work assignments; one assignment is technical in nature, and the other is related to data collection and dissemination.</p>	<p>Training and Development Committee and HRDD</p>	<p>Continue to assess the effectiveness of the TSDP through discussions with participants, mentors and supervisors. Continue this course.</p>

Topic	Highlights 1994-95	Highlights 1995-96	Activities and Goals 1996-97	Achievements 1996-97	Responsibility Centre	Goals for 1997-98
<p>2.3 Cont'd</p> <p>Use of Training and Developmental Programs to extend access to career broadening experience</p>				<p>The TSDP was designed to give participants the necessary skills and knowledge to be eligible to compete for junior technical officer positions. To date, four have been successful, in obtaining officer level positions.</p>		<p>Continue this program.</p>
				<p>A workshop to sensitize managers to best practices in enhancing employee performance, entitled Effective Leaders/Effective Employees was developed and piloted.</p>	<p>Working Group on Managing Performance</p>	<p>Evaluate the success of the pilot, make changes as necessary and implement the course.</p>
					<p>Working Group on Catch upon the world of technology under direction of Steering Committee</p>	<p>Plans are underway for a project entitled "The Road to Technology", to help identify gaps in training and technical skill sets needed to ensure that all employees can catch up on the road to technology.</p>
					<p>HRDC Sub-Committee</p>	<p>A new program of Stretch Assignments will be developed. It is anticipated that the program will consist of training and consolidation of experience in stretch assignments. While there will be no acting pay, participants will be afforded opportunities that will strengthen their skills and build their reputation.</p>
	<p>The SSCC which was created in consultation with employees to provide support staff a comprehensive overview of survey taking and develops their generic work skills and personal growth. In 1994-95 the course was offered ten times, and 174 participants participated (117 women, five self-identified visible minorities and three self-identified persons with disabilities).</p>	<p>The SSCC was enhanced by the addition of a second-level (SSCC II). The SSCC II was designed to give participants the opportunity to apply and enhance the knowledge and skills acquired in the first level. Participants worked in a self-directed team, and were accountable to that team. The pilot of this two consecutive week course was held from November 20 to December 1, 1995. As of March 31, 1996, 19 employees had participated in SSCC II).</p>	<p>Continue to encourage employees in support positions to upgrade their skills base.</p> <p>Make modifications to the course as necessary, based upon the pilot.</p> <p>Continue to encourage course participation.</p>	<p>By February 1997, close to 800 employees had participated in both SSCC Level I and Level II. Forty-three employees had participated in Level II.</p>	<p>Training and Development Committee and HRDD</p>	<p>Continue this course.</p>

Topic	Highlights 1994-95	Highlights 1995-96	Activities and Goals 1996-97	Achievements 1996-97	Responsibility Centre	Goals for 1997-98
<p>2.4 Cont'd Use of divisional training plans to facilitate training and career development</p>	<p>A sample Divisional Training plan 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>Presentations were made to 15 Divisions to encourage the use of the Annual Training Plan. Presentations continued throughout the fiscal year. All divisions were encouraged to nominate a co-ordinator and set up a Training and Development Committee within the division to ensure that the training and development needs for all of their employees were 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>Presentations to encourage the use of Annual Training Plans were completed by April 1997. Maintenance and support collaboration will continue to aid divisions in developing their Annual Training Plans.</p>	<p>Training and Development Committee and HRDD</p>	<p>Continue to encourage the use of the Annual Training Plan and Training & Development Committees.</p>
<p>2.5 Integration of Career Management Approach with current counselling services</p>	<p>A project was undertaken to integrate the career management approach with counselling services. The project is to identify where efforts of various projects such as mentoring programs, Technical Support Development Program and LAN Administration Certification Program can be co-ordinated. Tools such as career profiles, paths and options available have been developed. Training and information needs of mentors, skip-level supervisors, Technical Support Development Program administrators etc., are to be identified.</p>	<p>Initial research was undertaken to implement this project.</p>	<p>Continue project.</p>	<p>A project team was initiated to carry out this project.</p>	<p>HRDD</p>	<p>Continue the career management project.</p>
<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 Internal Communications Network version of the Reference Guide for Employees with Disabilities was revised in December 1995 and telephone and TDD/TYY numbers were provided for further information, printed copies or alternative formats.</p>	<p>Continue to update information as required.</p>	<p>Continued to update information as required.</p>	<p>HRDD</p>	<p>Continue to update information as required.</p>

Topic	Highlights 1994-95	Highlights 1995-96	Activities and Goals 1996-97	Achievements 1996-97	Responsibility Centre	Goals for 1997-98
<p>2.6 Cont'd</p> <p>Initiatives to accommodate the immediate needs, and strengthen the career development of employees with disabilities</p>		<p>Recommendations from the draft report entitled "Together we can make a difference" were referred to the EE Committee in July 1995 in order that a follow-up plan be prepared. All of the nearly 200 recommendations were reviewed and an action plan developed. By the end of the fiscal year, 90% of the recommendations were fully addressed. The remaining 10% were partially addressed and a follow-up procedure developed to deal with the remaining issues was put in place.</p>	<p>The remaining recommendations will be addressed. A report will be forwarded to the Chief Statistician's office.</p>	<p>A report was submitted to the Chief Statistician's office in July 1996. Follow-up procedures continued to be addressed by Human Resources staff in collaboration with the Employment Equity Committee.</p>	<p>HRDD</p>	<p>Continue to monitor progress.</p>
	<p>The study on issues of concern to Employees with Disabilities identified the need for a focal point for employees with disabilities to assist in career management. A SMIF proposal was developed 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 to set up a similar project. In 1993-94 the project arranged three corporate assignments (two male, one female) and in 1994-95 the project arranged eight assignments (four male, four female).</p>	<p>The SMI CAD project, which was designed to provide incentive funding for corporate assignments for self-identified employees with disabilities continued. The program manager offered counselling, career planning services, and placement on work assignments to facilitate the development of skills to increase options available for employees with disabilities. The program manager served as a regular resource for the Diversity Workshops and the Management Development Program for Supervisors.</p> <p>The target population for this special CAD project was the 109 indeterminate self-identified employees with disabilities and the estimated 70 employees receiving long-term disability benefits. Since October 1994, 26 employees with disabilities have applied to the Corporate Assignments Program. Eighteen assignments were put in place, five of which were over a year in duration. Several participants had multiple assignments.</p>	<p>In the fiscal year 1996-97, the project will be funded entirely by Statistics Canada. The project will focus on securing assignments for employees with disabilities, providing transitional financing where applicable, providing career development information, and sensitizing managers and employees to workplace issues for employees with disabilities.</p> <p>Continue to secure assignments for employees with disabilities.</p>	<p>The CAD project for Employees with Disabilities continued, fully funded by the Agency. From April 1996 to March 31, 1997, 37 employees with disabilities had applied to the program. Twenty-two assignments have been put in place. Several participants had multiple assignments. Incentive funding was substantially reduced for employees who received an extension to their assignments.</p>	<p>CAD</p> <p>CAD</p>	<p>Continue the project.</p>

Topic	Highlights 1994-95	Highlights 1995-96	Activities and Goals 1996-97	Achievements 1996-97	Responsibility Centre	Goals for 1997-98
<p>2.6 Cont'd</p> <p>Initiatives to accommodate the immediate needs, and strengthen the career development of employees with disabilities</p>		<p>The Disability Program proved to be a valuable extension to CAD. It helped to address a tangible need for assistance to employees with disabilities. This need was expressed in the past and was reinforced by the results of the EOS which demonstrated that employees with disabilities had an overall high degree of dissatisfaction.</p> <p>The EE Sub-committee on Disability Issues, (through the efforts of its "Enabling Technology Workgroup"), conducted feasibility studies and acquired equipment and software, with the help of the Public Service Commission (PSC) Job Accommodation Fund, for the Employee Resource Centre (ERC). This assisted persons with disabilities in their access to information in a variety of alternative formats. The facility also served as an "on-the-job" demonstration site of well-tested and leading-edge technologies aimed at assisting employees with special needs. (Refer to 3.3)</p>	<p>It is anticipated that the CAD project will help to bring about a shift to improve the employment satisfaction of employees with disabilities.</p> <p>The ERC will have three computer work stations with special equipment and software (in both official languages) designed to assist person with disabilities. The opening of these work stations is scheduled for June 1996.</p>	<p>There has been increased usage of the CAD project by Employees with Disabilities. One employee was redeployed into a new position through the program.</p> <p>Modules on the CAD project and Disability issues have been incorporated into the Management Development Program for Supervisors and the Middle Management Development Program.</p> <p>The innovative project to equip the ERC in a variety of alternative formats has been completed. Three complete workstations with enhanced PC capabilities were put in place to enable employees with disabilities to have greater access to information through Technology. (Refer to 3.3)</p>	<p>ERC/Enabling Technology Workgroup</p>	<p>Continue to secure assignments for employees with disabilities.</p> <p>Continue to make accommodation for employees with disabilities.</p>
<p>2.6 cont'd</p> <p>Initiatives to accommodate the immediate needs, and strengthen the career development of employees with disabilities</p>	<p>Focal Points have been established in Human Resources Operations Division (HRDD) (see 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 managers for employees with disabilities and Aboriginal Peoples.</p>	<p>An inventory system was set up containing employees names, educational background and qualifications of Aboriginal employees and employees with disabilities. This enabled the Focal Points to better market designated group employees whose term was expiring, as well as placement for vacant positions within STC. (Refer to 1.4)</p>	<p>The role of the Focal Points in HROD is to continue.</p>	<p>The Targeted Recruitment - Inventory, TRI was continuously maintained and updated. It is comprised of PSC target group inventories (focusing on SI and CR employees), resumes solicited from Aboriginal and Persons with Disabilities networks, candidates from ES/MA/CS campaigns who qualify for SI work, resumes from IANAC inventories and associations that support disabilities, and resumes received at the Agency. A working group will be established to identify potential SI and CR candidates from this inventory and to conduct preliminary interview and reference checks and provide a brokerage service. The proposal is aimed at enhancing target group recruitment.</p>	<p>HROD and Aboriginal Recruitment and Retention Project</p>	<p>Continue to update the inventory.</p>

Topic	Highlights 1994-95	Highlights 1995-96	Activities and Goals 1996-97	Achievements 1996-97	Responsibility Centre	Goals for 1997-98
<p>2.6 cont'd</p> <p>Initiatives to accommodate the immediate needs, and strengthen the career development of employees with disabilities</p>				<p>In response to identified shortcomings in applications for competitions, a series of 20 noon-hour sessions have been held to help prepare employees to correctly respond to competition posters. One session was addressed specifically to persons with disabilities to answer concerns about perceived barriers to the competitive process. (Refer to 1.4)</p>	<p>EE Committee in collaboration with HRDD</p>	<p>To improve employees' abilities to compete in the competitive process.</p>
<p>2.7</p> <p>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/Canadian Centre for Management Development Leadership in Diversity Program in 1993-94.</p>	<p>In 1995-96, one out of three employees who were nominated by the Agency, was accepted into the PSC/Canadian Centre for Management Development (CCMD) Leadership in Diversity Program.</p>	<p>Continue support of the PSC/CCMD Leadership in Diversity Program.</p>	<p>In 1996-97, one candidate was accepted and participated on the PSC/CCMD Leadership in Diversity Program.</p>	<p>The EE and HRP Section of HRDD publicizes programs which are available.</p>	<p>Two candidates were nominated for 1997-98, however, the program has been cancelled, by the PSC.</p>
<p>2.8</p> <p>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>The mentoring plan was outlined and discussed.</p>	<p>The plan will be fine-tuned to focus on those who will most benefit from mentoring.</p>	<p>The plan continued to be fine-tuned. Mentors were put in place for the Technical Support Development Program to aid participants in career management and goal setting.</p> <p>An ongoing mentoring program for established professionals from the target populations has been implemented.</p>	<p>EE Committee and the Product Champion assigned to the Project.</p> <p>EE Committee Chair</p>	<p>Continue to research the Mentoring Program.</p> <p>Continue mentoring</p>

Topic	Highlights 1994-95	Highlights 1995-96	Activities and Goals 1996-97	Achievements 1996-97	Responsibility Centre	Goals for 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. The Agency pays the cost of tuition fees and books, and grants participants office time to attend courses. Credits obtained can be applied toward a degree. 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 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>In 1995-96 enrolment in the University Certificate Program increased from 3.5% to 12% for self-identified designated groups (other than women). Female enrolment increased from 60% in 1994-95 to 71% in 1995-96.</p> <p>A total of seven employees were awarded University Certificates in 1995-96, four of whom 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>In 1996-97 enrollment in the University Certificate Program decreased from 12% in 1995-96 to 10.6% for designated groups (other than women). Female enrollment decreased from 71% in 1995-96 to 59.6% in 1996-97.</p> <p>A total of 11 employees were awarded University Certificates at the December Awards Ceremony. Of these, eight were women.</p>	<p>Training & Development Product Champion assigned to this program.</p> <p>HRDD</p>	<p>Continue to encourage employees to upgrade their education at the post-secondary level. Efforts will be made to alert designated group employees to the availability of this program.</p> <p>Review and examine 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 (NCR), 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 Course was modified and renamed "People Oriented Management for Middle Managers". Experience showed that this course had to be given to employees in residence. During 1995-96 the course was held in Ottawa, presented three times and attended by a total of 38 participants.</p>	<p>Continue to facilitate the participation of employees who have family responsibilities or particular needs.</p>	<p>Nearly 700 managers have attended this course over the years. Since the target population has been covered, this course has ceased to be offered since the Summer of 1996. As a more useful alternative a new dual program has been established, the Middle Managers Development Program.</p>	<p>Training Institute</p>	<p>None</p>
	<p>The Middle Management Development Program has been substantially modified: The program now consists of a two-day conference targeted at 200 employees and held in the NCR.</p>	<p>The two-day conference for middle managers was held in Ottawa in February 1996. The conference was attended by 198 participants.</p>	<p>Continue</p>	<p>The Middle Management Development Program continued in its two-portion format. The two-day conference was held in Ottawa in April 1997. It was attended by 225 participants. One of the highlights of the meeting was a presentation on the highlights of the STC La Relève Plan.</p>	<p>Training Institute</p>	<p>Continue</p>

Topic	Highlights 1994-95	Highlights 1995-96	Activities and Goals 1996-97	Achievements 1996-97	Responsibility Centre	Goals for 1997-98
<p>2.10 Cont'd Making training available to facilitate the participation of employees who have family responsibilities or family needs.</p>	<p>The second portion is a more intensive program targeted at fifteen to twenty middle managers per group, consisting of three groups total, 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 second portion of this program required that participants address a current management issue over a period of six to eight months. Participants were placed in three groups with nine people per group. Each group was given a task to complete with a report to be completed and presented to Policy Committee. The 1995-96 topics were: Managing a Statistical Project; Service Standards; and Moving from printed publications to electronic publications.</p>	<p>Continue to consider how best to make training available to all middle managers.</p>	<p>The current management topics for the six to eight month second portion are: the Marketing Function in Statistics Canada, and Reliability of Data.</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>An analysis of access to training within the divisions was completed. Directors were sent electronic reports, specific to their division, identifying courses taken, dates, names of employees and the costs incurred (if any) for the courses. Divisions were encouraged to nominate a coordinator and set up a Training and Development Committee within the division to ensure that the training and development needs for all of their employees were better addressed. (Refer to 2.4)</p>	<p>Continue to monitor. Continue project to encourage divisions to set-up divisional Training and Development Committees and Training Coordinators.</p>	<p>Presentations to divisions to aid in setting up training plans were completed in April 1997. The visits have been successful in achieving a better partnership between the divisions and the Training Institute. These plans will assist divisions in establishing a training committee, and a training coordinator position, so that divisions can establish divisional and individual training plans. (Refer to 2.4)</p>	<p>HRDD and Training Institute</p>	<p>Continue to monitor access to training to ensure appropriate distribution.</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	Highlights 1994-95	Highlights 1995-96	Activities and Goals 1996-97	Achievements 1996-97	Responsibility Centre	Goals for 1997-98
<p>3.1</p> <p>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, Human Resources 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 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. Refer to Section 5.2 for an elaboration of the Committee Structure.</p>	<p>The Employment Equity Committee, its sub-committees and work groups and Product Champions continued their activities.</p>	<p>Continue Committee structure.</p>	<p>The Employment Equity Committee, its sub-committees, work groups and product champions continued their activities.</p>	<p>Employment Equity Committee</p>	<p>Reconfirm Committee Structure and activities. Membership on the EE committee will change in accordance with the rotation of membership on HR Committee guidelines.</p>
<p>3.2</p> <p>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 were installed on each floor of the R.H. Coats Building. Ramps were installed at all building entrances.</p>	<p>Accommodations continued to be provided on an as needed basis.</p>	<p>Continue efforts to provide a supportive environment.</p>	<p>Efforts to provide a supportive environment continued and accommodations were provided on an as needed basis. Accommodations have ranged from the re-design of office space and layout to setting up home offices for disabled employees.</p>	<p>Sub-committee on Disability Issues</p>	<p>Continue to make physical accommodations to foster a supportive environment.</p>
	<p>Corporate funding in excess of \$10,000 was provided for the purchase of equipment and software and installation, assessment and training. A further \$1,000 was provided to purchase a Comfort Keyboard.</p>	<p>Administrative arrangements for special equipment and software were made on a case-by-case basis depending on the needs of the individuals.</p> <p>Information on accommodation was supplied via the SCAN, Personnel Bulletin and during the Diversity workshops.</p>	<p>Increase awareness.</p> <p>Continue information strategies to make accommodation known.</p>	<p>Information on accommodation was supplied through diversity training modules included in supervisory training programs and also on an individual basis.</p>	<p>Human Resources Development Division (HRDD)</p> <p>HRDD</p>	<p>Continue</p> <p>Continue to make accommodation known.</p>

Topic	Highlights 1994-95	Highlights 1995-96	Activities and Goals 1996-97	Achievements 1996-97	Responsibility Centre	Goals for 1997-98
<p>3.2 Cont'd</p> <p>Identification of physical accommodation arrangements which will facilitate the integration at Ottawa Headquarters, of designated groups</p>	<p>A toll-free Telecommunications Device for the deaf, deafened, hard of hearing and speech-impaired persons (TDD/TTY) was installed in the Statistical Reference Centre in Head Office. Eight other TDD/TTY's were installed throughout the department.</p> <p>Employees who need a TDD/TTY were supplied with one.</p>	<p>The Sub-Committee was instrumental in obtaining TDD/TTY's at the Reception and Security desks.</p> <p>Continued to supply as needed.</p>		<p>Continued to supply as needed.</p>		<p>Continue to advertise the use of TDD/TTY's</p>
	<p>Accommodation arrangements such as personal attendant care, contracts for services have been signed, technical aids, and special diets were made.</p>	<p>Continued to make reasonable accommodations to integrate all employees.</p>				<p>Continue</p>
	<p>The Reference Guide for Employees with Disabilities was put on the Internal Communications Network (ICN). (Refer to Section 2.6)</p>	<p>The ICN Version of this Reference Guide was revised in December 1995. Printed copies are available. Copies are available in alternative format. (See section 2.6)</p>	<p>Continue to update information as required.</p>	<p>Information updated as required.</p>	<p>HRDD</p>	<p>Continue to update.</p>
	<p>Deaf and hard of hearing employees were given emergency alarm pagers.</p>	<p>The possibility of expanding the emergency pager system was examined and requires further study.</p>		<p>Pagers are supplied as needed and faulty pagers are being replaced as required.</p>	<p>HRDD</p>	

Topic	Highlights 1994-95	Highlights 1995-96	Activities and Goals 1996-97	Achievements 1996-97	Responsibility Centre	Goals for 1997-98
<p>3.3 Provision of a physical space allocated for an Employee Resource Centre (ERC) which will enable employees to access information on services and opportunities</p>	<p>An ERC was constructed in 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 services of the ERC have been publicized to all employees via the ICN and the Bulletin. The reference collections in the ERC have expanded.</p> <p>The EE Sub-Committee on Disability Issues acquired equipment and software, with the help of the Public Service Commission (PSC) Job Accommodation Fund, for the ERC. This assisted persons with disabilities to access information in a variety of alternative formats. This facility also served as a demonstration site for well-tested and leading edge technologies aimed at assisting employees with special needs. Refer to section 2.6.</p> <p>The ERC was also used as a meeting room for various target groups.</p>	<p>Publicize the ERC further in the forthcoming Statistics Canada Employee Advisory Services pamphlet, and through an Open House to celebrate the first anniversary of the ERC.</p>	<p>The ERC held an Open House to celebrate its first anniversary. (Refer to 4.7)</p> <p>The ERC continues to be used for various target group meetings.</p>	<p>HRDD/ Enabling Technology Workgroup</p>	<p>Continue the ERC.</p>
	<p>The Statistics Canada Training Institute opened in June 1993 and houses an array of classrooms and syndicate rooms to facilitate training within the Agency. In 1994-95 classrooms were used for 793 days of training.</p>	<p>The Statistics Canada Training Institute offered a multitude of courses.</p>	<p>Continue</p>	<p>Continued</p>	<p>Statistics Canada Training Institute</p>	<p>Continue</p>
<p>3.4 Alternative work patterns</p>	<p>A number of flexible work patterns were available to employees, including: compressed work week, job-sharing, part-time employment and telework.</p>	<p>Continued to encourage alternative work patterns where feasible.</p>	<p>Continue</p>	<p>Continued to encourage alternative work patterns where feasible.</p>	<p>Human Resources Branch and Divisional Directors</p>	<p>Continue to make alternative work patterns available where feasible.</p>
	<p>Pilot telework programs were introduced in several divisions.</p>	<p>A report was issued by the Census Division on recommendations for the Pilot Telework project. It recommended that the Telework Program be continued.</p>	<p>Continue Telework Program.</p>	<p>The Telework Program continues.</p>	<p>HRDD and all divisions.</p>	<p>Continue</p>
	<p>A study of telework revealed that as of July 20, 1994, 1.3% of Statistics Canada's indeterminate population had started telework arrangements. Women accounted 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 study of telework revealed that as of March 31, 1995, 3.5% of Statistics Canada's indeterminate employees had started telework arrangements. Women accounted for 60% of all telework arrangements. Of these, 62.4% are junior professionals, 24.8% are middle class to senior professionals, 12.8% are at the support level.</p>	<p>Continue to examine telework figures.</p>	<p>A study of telework revealed that as of March 31, 1997, 2.6% of Statistics Canada's indeterminate employees were teleworking. Of the 2.6%, 69% are junior professionals, 23.5% are mid-level to senior professionals and 7.5% are at the support level. Women account for 65% of telework arrangements.</p>	<p>HRDD</p>	<p>Monitor telework figures</p>

Topic	Highlights 1994-95	Highlights 1995-96	Activities and Goals 1996-97	Achievements 1996-97	Responsibility Centre	Goals for 1997-98
<p>3.4 Cont'd Alternative work patterns</p>	<p>A draft of the Guide to the Flexible Work Program was prepared.</p>	<p>The draft of the Guide to Flexible Work Program was approved by the Human Resource Development Committee.</p>	<p>The Guide will be revised and made available on ICN.</p>	<p>The final version of the Flexible Work Guidelines document was completed and has been made available to all employees in the ERC and in electronic format on the ICN.</p>	<p>HRDD</p>	<p>Continue to make the Flexible Work Guidelines available to all employees.</p>
	<p>A study of Part-time Employment revealed that between 1992-93 and 1993-94 part-time work declined from 8% to 7% (indeterminate and term). In 1993-94, 4.7% of the Scientific and Professional category were employed on a part-time basis, 4.1% of Administrative and Foreign Service category, 4.7% of Technical category and 12.8% of Administrative Support and Operational category.</p>	<p>In 1994-95, 4.7% of the Scientific and Professional Group were employed on a part-time basis, 4.5% of the Administrative and Foreign Service, and 3.8% of Technical, 15.9% of Administrative Support and Operational.</p> <p>An examination of part-time employment revealed that part-time work decreased between 1994-95 and 1995-96 from 7.7% to 6.3% (indeterminate and term). In 1995-96, 5.2% of the Scientific and Professional groups were employed on a part-time basis, 3.3% of Administrative and Foreign Service, 4.0% of Technical and 12.2% of Administrative Support and Operational. (Declines may be due to increased Census full-time term hiring).</p> <p>The 1995 Employee Opinion Survey (EOS) indicated that 17.6% of indeterminate employees would work part-time if the option were presented to them.</p> <p>The Chief Statistician wrote to all employees inviting them to apply to their individual Directors for part-time work. Three information sessions were held in October 1995. Indeterminate employees hired on a full-time basis were guaranteed the right to a full-time position when they wished to return to full-time. CAD assumed responsibilities for brokering and recording part-time work.</p> <p>Compensation staff developed an information package which included the draft Flexible Work Guidelines.</p> <p>Unfortunately, there was little concrete demand for part-time work. Benefit implication no doubt influenced employees' caution in pursuing the part-time option.</p>	<p>Continue to promote and monitor part-time work.</p>	<p>As of March 31, 1997, 5.1% of the Scientific and Professional groups were employed on a part-time basis, 3.3% of Administrative and Foreign Service, 4.8% of Technical and 14.4% of Administrative Support and Operational groups.</p>	<p>HRDD, Human Resources Operations Division (HROD) and CAD</p>	<p>Continue</p>

Topic	Highlights 1994-95	Highlights 1995-96	Activities and Goals 1996-97	Achievements 1996-97	Responsibility Centre	Goals for 1997-98
<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>Continue Day-Care Centre.</p>	<p>Continue Day-Care Centre</p>	<p>Continued Day-Care Centre</p>	<p>Day-Care Centre</p>	<p>Continue Day-Care Centre.</p>
	<p>Two full-time Employee Assistance Co-ordinators are available in the National Capital Region (NCR).</p>	<p>Continued Employee Assistance Program (EAP). Plans were made to contract out this service in the regions.</p>	<p>Continue the EAP and ensure that it is fully operational in each regional office.</p>	<p>Continued the EAP and ensured that it is fully operational in the regional offices.</p>	<p>EAP</p>	<p>Continued the EAP and ensured that it is fully operational in the regional offices.</p>
	<p>In 1994-95 16 participants participated in in-house sign language courses.</p>	<p>Courses in ASL and in LSQ were advertised in the Calendar of Courses in print and on the ICN.</p>	<p>Continue to offer courses according to demand.</p>	<p>Continued to offer courses according to demand.</p>	<p>Statistics Canada Training Institute</p>	<p>Continue to offer courses according to demand.</p>
<p>3.6 Use of Technology to Open Employment Avenues for Employees with Disabilities</p>	<p>The Atlantic Region used a computerised interviewing method to hire and train a physically disabled employee as an Interviewer.</p>	<p>The Atlantic Region examined the feasibility of hiring a visually impaired Interviewer with the use of special speech synthesising software and hardware. The project was put on hold due to problems with the software.</p>		<p>The pilot project has been completed and the overall assessment showed that though the concept is good, the applications are not stable enough, given the tight time constraints of the Labour Force Survey and the time necessary to address technical problems. Another trial could be attempted when applications are more stable.</p> <p>The Atlantic Region has undertaken another pilot project: with the introduction of Interviewer field laptops, interviewers no longer have to be mobile. An employee who is a quadriplegic was hired as an interviewer and this project has been very successful. Field laptops will no doubt increase opportunities for persons with disabilities.</p> <p>Equipment and software in the ERC was used to interview and test disabled candidates in the ES recruitment process. Feedback provided by both candidates and management was positive.</p>	<p>Atlantic Region</p>	<p>Will continue to explore opportunities as they arise.</p>

Topic	Highlights 1994-95	Highlights 1995-96	Activities and Goals 1996-97	Achievements 1996-97	Responsibility Centre	Goals for 1997-98
<p>3.7 Use of Employee Opinion Survey to obtain employee feedback</p>		<p>The results of the 1995 EOS were extremely positive. Response rate was 76.7% for indeterminate and term employees combined, based on monthly counts before the survey and 66.1% for interviewers, based on quarterly counts before the survey. The combined indeterminate and term response rate was 2.9% higher than the 1992 EOS, and the interviewers response rate was 10.3% higher.</p> <p>A report has been prepared which compares responses from the designated groups to responses from other employees.</p>	<p>Analysis is ongoing. Specific concerns of designated groups will be addressed.</p>	<p>Follow-up to the 1995 EOS was reported in the February 1997 Human Resources Program Report.</p>	<p>HRDD EE Committee</p>	<p>Monitor progress in implementing EOS findings.</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>The Women's Issues Committee (WIC) conducted a survey on security issues during a workshop on travelling. The results of the survey were reported to the EE Committee.</p> <p>Additional information sessions were conducted on a number of topics such as "Violence Against Women". (Refer to 4.2).</p>	<p>The recommendations from the survey analysis will be discussed at a forthcoming COSH meeting.</p> <p>Continue information sessions.</p>	<p>Twelve information sessions were presented by the WIC. Topics covered a variety of health issues, financial planning and retirement.</p> <p>The nurses from the Health Unit provided information sessions in divisions at management's request. The nurses also provided workplace assessments upon request.</p> <p>Designated group representatives reported that many employees felt ill equipped to participate in the competitive selection process. An Interview Preparation Workshop was therefore made available. Over a four month period, a total of 20 workshops were presented and 339 employees participated.</p>	<p>WIC and its work-groups Health Unit HRDD and HROD</p>	<p>Continue sessions.</p>
	<p>Research on child-care services was conducted.</p>	<p>Several noon-hour sessions provided information on various topics of interest such as «Psychologie de l'enfant - la discipline», «Survivre à une séparation, ou à un divorce», "Trouble-shooting for Single Parents". (Refer to 4.2)</p>	<p>An information session on street-proofing is planned.</p>	<p>The session on street-proofing children was held and was well attended.</p>	<p>WIC and its workgroups</p>	<p>Continue information sessions.</p>

Topic	Highlights 1994-95	Highlights 1995-96	Activities and Goals 1996-97	Achievements 1996-97	Responsibility Centre	Goals for 1997-98
<p>3.9 Eliminating harassment in the workplace</p>	<p>Statistics Canada has a policy of zero tolerance for Harassment in the Workplace. Harassment Co-ordinators and contacts have been trained. Information Sessions were presented on Harassment, and an article appeared in SCAN. In 1994, the play "I didn't do anything" was presented (See 4.2).</p>	<p>Treasury Board's policy on harassment in the workplace has been implemented through revised Agency policy.</p>	<p>New Harassment Prevention Officers will be announced. They are scheduled for courses on:</p> <p>1) Investigative Training (PSC) 2) Mediation Training (PSSRB).</p>	<p>Six senior managers were identified as Harassment Prevention Officers. They have attended the investigative Training course (PSC) and Mediation Training (PSSRB).</p> <p>Steps were taken to better educate and sensitize managers and employees:</p> <p>1) an article was published in SCAN 2) posters were displayed through the agency 3) pamphlets were distributed to all employees 4) harassment modules were incorporated in management and supervisors' training programs 5) Noon-time information sessions were presented by Prevention Officers</p>	<p>EE Sub-committee</p> <p>HRDD</p>	<p>Continue to implement the updated policy.</p>
		<p>Noon-hour sessions were organized by the WIC to inform employees about the Harassment Policy.</p>	<p>The Employee Advisory Services pamphlet, to be distributed in the Summer of 1996, will contain the names and phone numbers of the Harassment Prevention Officers.</p>	<p>While the distribution of the Employee Advisory pamphlet was temporarily delayed a new poster advertising the availability of Harassment Prevention Officers was distributed and prominently displayed in a number of areas.</p>	<p>HRDD</p>	<p>Continue to inform employees.</p>

4 COMMUNICATION STRATEGIES

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

Topic	Highlights 1994-95	Highlights 1995-96	Activities and Goals 1996-97	Achievements 1996-97	Responsibility Centre	Goals for 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 (SMIF) has been approved for funding for fiscal years 1994-95 and for 1995-96 for the project, "Managing in 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 in 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 participative workshop, sensitizing managers and supervisors to the techniques of working with diverse employees. The workshop is now being conducted across Canada. - developed and presented a half-day Diversity Awareness session, Working in a Diverse Workforce which is in the process of being given to all employees. 	<p>The SMI, Managing in a Diverse Workforce workshop, presented managers with techniques to manage diversity. The effort is aimed to be forward-looking, to prepare and adjust to the changing demographics of our workforce, rather than to address any perceived problems. This project began in July 1993 under the Agency's own initiative. The project has received SMI funding for fiscal years 1994-95 and 1995-96. While the SMI funding ceased in March 1996, the workshops will continue for another three months financed solely by Statistics Canada.</p>	<p>The focus for the upcoming year is to complete the Managing in a Diverse Workforce SMI and to develop and incorporate some of this workshop material into modules for inclusion in ongoing courses such as the course for Supervisors and the Management Development Program for Middle Managers.</p>	<p>The SMI for Managing in a Diverse Workforce was completed in March 1996. Corporate funding was provided to extend the project to completion until June 1996.</p> <p>The project was highly applauded within the Agency and there has been a great deal of interest in the project on the part of other federal departments and agencies.</p>		
	<p>The workshop on Managing In 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, seven of the 11 sessions were conducted in the regions where 175 employees received training. At the end of April 1995, a further nine sessions (157 employees) had been conducted, five of which were in the NCR. During 1994-95, 11 sessions in Working in a Diverse Workforce, seven of which were in the regions, had been held. A total of 175 employees participated in these awareness sessions in 1994-95.</p>	<p>Employees and managers have rated the workshops highly. Almost all directors attended the workshops and participated in cascade teaching by introducing or presenting workshops. Twenty of 35 directors fully presented their own workshops. Thirty-eight full-day sessions have been presented to 667 managers and human resource specialists. A total of 126 half-day sessions have been presented to 2,163 employees. For the workshops held until the end of March 1996, the target of 75% of employees attending was reached. Thirty-five divisions, as well as all Regional Offices have received training. Some 2,454 employees were trained in the fiscal year 1995-96, representing the most ambitious training program ever undertaken by Statistics Canada.</p>	<p>Continue sensitization sessions.</p>	<p>Over a two-year period, this series of workshops was delivered to 3,431 participants (678 managers and 2,753 employees in a total of 200 sessions). The workshops have raised employee awareness of issues related to fair workplace participation through interactive workshops and cascade teaching. Positive feedback was received from the workshops, which have fostered an open-mindedness and understanding of key issues in diversity management.</p>	<p>Employment Equity Committee HRDD</p>	<p>The EE Committee is currently examining ways of continuing the momentum established through diversity sensitization workshops.</p>

Topic	Highlights 1994-95	Highlights 1995-96	Activities and Goals 1996-97	Achievements 1996-97	Responsibility Centre	Goals for 1997-98
<p>4.1 Cont'd</p> <p>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>Externally much interest has been generated from other government departments and agencies during various information sessions sponsored by SMIF management. There have been many observers from other government departments at our workshops. We have had inquiries from across Canada, from the public and private sectors. Two employees from Statistics Canada presented an information session on "Sensitization on Diversity" at the Public Service Commission (PSC) on March 18, 1996.</p>		<p>Interest from other government departments as well as the private sector has continued and requests for information relating to the training module are on-going.</p>		<p>Continue to provide information on diversity training upon request.</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>The workshop, "Managing in a Diverse Workforce" was presented to all recruiters as a means of sensitization.</p>	<p>Continue sensitization sessions.</p>	<p>Continued sensitization sessions.</p>	<p>HRDD Communications Wrokgroup of the EE Committee (newly formed)</p>	<p>Continue to sensitize recruiters A new workgroup will examine ways to increase EE awareness through education and communication so that the efforts of The Diversity Workshops can be continued.</p>
<p>4.2</p> <p>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>Continued Employment Equity modules in management and supervisory training programs. In 1995-96 the People Oriented Management for Middle Managers Course was held three times with 38 participants and the Management Development Program for Supervisors was presented eight times with 90 participants. (Refer to 2.10)</p>	<p>Continue Employment Equity module in management and supervisory training programs.</p>	<p>In 1996-97 the Employment Equity modules in Management Development Program for Supervisors were redesigned to incorporate a diversity management approach to the participants. The course was given seven times to a total of 76 participants. (Refer to 2.6, 2.10) Nearly 700 managers have attended the People Oriented Management for Middle Managers Course. This course has been replaced by a two phased Middle Management Development Program. (See to 2.10)</p>	<p>HRDD</p>	<p>Continue to conduct information sessions to familiarize employees to the EE program.</p>

Topic	Highlights 1994-95	Highlights 1995-96	Activities and Goals 1996-97	Achievements 1996-97	Responsibility Centre	Goals for 1997-98
<p>4.2 Cont'd</p> <p>Information sessions for employees to familiarize them with the EE program (including awareness days)</p>	<p>The Supervisory Course which has an EE Component has been modified slightly to reflect the initiatives of the SMIF project.</p>	<p>A module on Aboriginal Issues which was to be incorporated into the Management Development Program for Supervisors and People Oriented Management for Middle Managers Course is being drafted.</p>	<p>The modules are expected to be submitted to the EE Committee for approval in the next fiscal year.</p>		<p>Employment Equity Committee</p>	<p>Implement modules.</p>
	<p>EE has been addressed at the annual Senior Management Conference and at a number of Field Management Conferences.</p>	<p>Continued to discuss Employment Equity at conferences and meetings. Management has played an active role in diversity management through their cascade training sessions. (Refer to 4.1)</p> <p>The sub-committees and workgroups in collaboration with HRDD, have published articles on a number of EE initiatives such as the celebration of International Women's Week and Aboriginal Awareness Week.</p>	<p>Update Management on EE programs and initiatives.</p> <p>Continue to supply articles for SCAN and the Personnel Bulletin.</p>	<p>Employment Equity was discussed at conferences and meetings.</p> <p>In 1996-97, the sub-committees and workgroups publicized a number of EE initiatives using the Personnel Bulletin and SCAN, such as: Access Awareness Week, Aboriginal Awareness Week and International Women's Week. Based on the number of participants in the various events, this has proven to be a very successful method of ensuring employees are well-informed of up-coming events.</p> <p>A weekly electronic magazine called @StatCan was introduced in April 1997. @StatCan is another method of communicating information to Statistics Canada employees electronically. @StatCan is about Agency news, both professional and social, while it's still new. @StatCan will serve as an employee newsletter with announcements and updates on major initiatives. It's electronic format is ideal for interactive information exchange and sharing best practices.</p>	<p>HRDD</p> <p>HRDD</p>	<p>Continue to discuss EE at conferences and meetings.</p> <p>Continue to publicize articles using the Personnel Bulletin, Internal Communications Network (ICN), SCAN and @StatCan.</p>

Topic	Highlights 1994-95	Highlights 1995-96	Activities and Goals 1996-97	Achievements 1996-97	Responsibility Centre	Goals for 1997-98
<p>4.2 Cont'd</p> <p>Information sessions for employees to familiarize them with the EE program (including awareness days)</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>The STC Employment Equity Plan has been disseminated to employees via - ICN, and in the ERC.</p>	<p>The 1996 STC Employment Equity Plan Update will be disseminated to employees via - ICN, and in the Employee Resource Centre.</p>	<p>The 1996-97 Update to the Employment Equity Multi-Year Plan was disseminated to employees via the ICN and in the Employee Resource Centre.</p>	<p>HRDD</p>	<p>Disseminate the 1997/98 update to the Employment Equity Plan to all employees.</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 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>One of the most visible accomplishments of the Women's Issues Committee (WIC) was the Women's Week presentations of March 1 to 8, 1996. Seminar topics presented during the week included «Psychologie de l'enfant - La discipline», by René Bédard of the University of Ottawa; "The Super Woman and the Labour Market - The Non-standard Work Dimension", with such speakers as Dr. Leroy Stone, Statistics Canada, Ernest Akyeampong, Statistics Canada, and Ann-Marie Julien and Shirley Anne Scharf of Human Resource Development Canada; "Violence Against Women", by Cyril Ryan, a family and marriage counsellor; «Survivre à une séparation ou à un divorce», by Marthe Gratton and Danielle Coté, Statistics Canada.</p> <p>The highlight of the week was a day-long conference, in which 243 participants attended, from the 286 that had registered, for a response rate of 83%. Dr. Monica Boyd of the National Statistics Council spoke on Social Conditions of Women in Canada. Opening remarks were conveyed by Dr. Fellegi. Other speakers included Réjean Lachapelle, Cathy Cotton, and a panel discussion on the Beijing Conference with Louise Bergeron de Villiers, Co-ordinator from the Status of Women and Madonna Larbi, Executive Director of MATCH International. Display booths were open in the cafeteria at lunchtime and the afternoon offered a variety of workshops on topics of concern to women, including stress management, women and financial management, menopause and daycare.</p>	<p>Activities are being planned for International Women's Day 1997.</p>	<p>In celebration of International Women's Day 1997, the WIC organized a half-day conference entitled "Career Development in the New Work Environment". Dr. Barbara Mozes, President of BBM Human Resource Consultants and author of "Career Intelligence: Mastering the New Work and Personal Realities" was the guest speaker. Dr. Mozes is a leading expert in career self-management. Approx. 170 participants who attended the half-day conference were given advice on how to manage their careers more effectively.</p> <p>In addition, a total of 140 participants were able to choose one of eight workshops being offered on a variety of topics such as: Career Opportunities at STC, How to Prepare for a Competition, Informatics Training, How to Make A Career Change, Training & Development Opportunities at STC, Networking, Mentally Planning for Retirement, Innovations, and ERC-How to Make it Work for You. The workshops were designed to not only assist them in their careers at Statistics Canada and provide them with the opportunity to learn about the services available at Statistics Canada, but to make suggestions for alternative approaches or services to enhance the careers of our employees.</p>	<p>EE Committee in conjunction with the WIC</p>	<p>Continue to support activities by WIC.</p>

Topic	Highlights 1994-95	Highlights 1995-96	Activities and Goals 1996-97	Achievements 1996-97	Responsibility Centre	Goals for 1997-98
<p>4.2 Cont'd</p> <p>Information sessions for employees to familiarize them with the EE program (including awareness days).</p>		<p>Other initiatives of WIC have included: workshops on Career Development, presented in conjunction with HRDD; a play about stress, entitled "Burn Out Blues"; and information about street-proofing children. WIC fully participated in the November 1995 "Take Our Kids to Work" initiative, helping to make it a great success. Another project undertaken by this Committee was the drafting of the Flexible Work Guidelines. This well researched document places a bank of information about the pros and cons of alternative work arrangements at the fingertips of employees. It is a handy reference document that was made available in draft format to employees when Dr. Fellegi offered part-time work as a viable career option in the Autumn of 1995.</p>		<p>On November 5, 1996 employees of STC took an active role in the Take Our Kids to Work Program, by bringing their sons/daughters to work for the day. A total of 72 students from schools in the Ottawa-Carleton Region spent the day at Statistics Canada. The students took part in a number of organized activities designed to familiarize them with the various forms of technology used at STC, with special emphasis on the importance of education.</p> <p>The final version of the Flexible Work Guidelines document was completed and has been made available to all employees in the ERC and in electronic format on the ICN.</p>	<p>HRDD</p>	<p>Continue to make the Flexible Work Guidelines available to all employees.</p>
			<p>The Career Development Work Group of the WIC sponsored a panel discussion on Career Development held on April 24, 1996. Topics discussed how successful women moved through their careers and presented to employees, ideas and information on how to enhance their own careers. The panel consisted of: Tricia Trépanier, Director, Transportation Division, Suzanne Massie, Manager, Communications Division, Jocelyn Burgess, Assistant Director, Census Operations Division, and Claire Beauchesne-Chabot, President, Ottawa Women's Network.</p>			

Topic	Highlights 1994-95	Highlights 1995-96	Activities and Goals 1996-97	Achievements 1996-97	Responsibility Centre	Goals for 1997-98
<p>4.2 Cont'd</p> <p>Information sessions for employees to familiarize them with the EE program (including awareness days).</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 Walker of the Canadian Hearing Society.</p> <p>Certificates of appreciation were presented to those who contributed significantly to these events.</p>	<p>On June 1, 1995, in recognition of National Access Awareness Week, employees were provided with a full day of exhibits, demonstrations and information kiosks staffed by Statistics Canada employees and outside organizations such as Vocational Rehabilitation Services, Disabled Persons Community Resources.</p>	<p>On May 27, 1996, Melanie Sexton, from Access Consulting will be a guest speaker in the Simon A. Goldberg Conference Centre, kicking off the 1996 National Access Awareness Week. May 30, 1996 has been selected for the celebration of National Access Awareness Week (Integrating Persons with Disabilities) at STC. There will be exhibits, kiosks, and as well as demonstrations on alternative formats.</p>	<p>In recognition of National Access Awareness Week 1997 (Integrating Persons with Disabilities) which is being celebrated on May 30, 1997, Mr. Cameron Crawford, Vice-President of the Roeher Institute has been invited to be the guest speaker in the Simon A. Goldberg Conference Centre. Mr. Crawford is a co-author of a major research study of labour market policy and programs in Canada. The lecture will deal with employment issues relating to Persons with Disabilities. The Roeher Institute is a national research and policy group that looks at a wide range of social and economic issues that impact on the well-being of persons with disabilities.</p>	<p>Sub-Committee on Disability Issues and HRDD</p>	<p>Continue awareness activities.</p>
<p>4.3</p> <p>Cross cultural information sessions for all employees, especially managers</p>	<p>The 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>On March 19, 1996, in commemoration of the International Day of Racial Discrimination. Dr. Morton Weinfeld, Professor of Sociology and Director of the Canadian Ethnic Studies Program at McGill University, was invited to be the guest speaker at the Simon A. Goldberg Conference Centre. The lecture was entitled "Definition and Measurement of Racism: A Multi-dimensional Approach". Approximately 200 employees and guests were in attendance.</p>	<p>Invite speakers to commemorate this special day.</p>	<p>One of the priorities of the Visible Minority Consultative Group (VMCG) was to make visible minority employees more aware of the VMCG and its activities, to attract members so that the Group can focus on issues relevant to visible minorities at STC. The VMCG mandate and terms of reference were identified. Four sub-committees were formed:</p> <ol style="list-style-type: none"> 1) Hiring and Promotions sub-committee, 2) Education sub-committee, 3) Membership sub-committee, 4) Liaison sub-committee. 	<p>The Visible Minority Consultative Group and HRDD</p>	<p>Continue awareness activities.</p>

Topic	Highlights 1994-95	Highlights 1995-96	Activities and Goals 1996-97	Achievements 1996-97	Responsibility Centres	Goals for 1997-98
<p>4.3 Cont'd</p> <p>Cross cultural Information sessions for all employees, especially managers</p>				<p>Statistics Canada was one of 14 agencies of the Federal Government to participate in a study by the Human Rights Commission on Visible Minorities in the Public Service of Canada. The consultants John Samuel and Associates were contracted by the Canadian Human Rights Commission (CHRC) to undertake this study. The study was primarily of a qualitative nature, and the consultant was seeking views through focus groups and a relatively informal questionnaire to obtain information pertaining to visible minorities on issues such as career advancement opportunities, mobility, and their overall perceptions as to whether they receive fair and equitable treatment. The Chair of the Employment Equity Committee and the Co-chair of the VMCG took an active role by providing advice into the questionnaire design in order to improve the quality of the anticipated results. HRDD mailed out the questionnaire to all self-identified visible minority employees.</p>		<p>Examine the survey results with the VMCG and formulate recommendations.</p>

Topic	Highlights 1994-95	Highlights 1995-96	Activities and Goals 1996-97	Achievements 1996-97	Responsibility Centre	Goals for 1997-98
<p>4.3 Cont'd</p> <p>Cross cultural information sessions for all employees, especially managers</p>	<p>Aboriginal Awareness Week was celebrated on May 24, 1994, by a presentation on Aboriginal Culture by Bernard Assiniwi, and a presentation on Aboriginal Spirituality by Noel Knockwood. Presentations were also made concerning the Aboriginal Peoples Survey by Adele Furrie and a presentation on the 1991 Census, by Alain Crégheur. A traditional Aboriginal menu was available in the cafeteria.</p>	<p>Aboriginal Awareness Week was celebrated and began with a guest speaker on May 23, 1995. Dr. Vincent Tookenay of Health Canada, was the guest speaker. The cafeteria served traditional Aboriginal food and a variety of crafts were on sale.</p>	<p>Aboriginal Awareness Week celebrated May 21 to 24, 1996. A variety of events have been planned. Wilfrid Peltier, an Aboriginal Elder, spoke on the Aboriginal education system. Don Kelly performed a comedy skit and Diana Jardine, Senior Legal Advisor from Indian & Northern Development spoke on the process and administration of traditional Aboriginal law, and its future. The United Youth of Turtle Island Dance and Drum group performed traditional male, traditional female, jingle dress and grass dances.</p>	<p>In celebration of Aboriginal Awareness Week (May 20 to 23, 1997) a number of events have been planned. Mr. Bob Dixon from Aboriginal Business Canada spoke on "Aboriginal Economic Development" and Shirley Cardinal, a teacher from Fort Chipewyn, Alta. spoke on "The Role of Women and Traditional Aboriginal Family Values". Other events include a magic show presented by Justin Larche and a band playing traditional music. A play was performed in the cafeteria, and traditional Aboriginal food and a variety of crafts were sold.</p>	<p>The Aboriginal Employees Committee and HRDD, and the Aboriginal Recruitment and Retention Project.</p>	<p>Continue awareness initiatives.</p> <p>Statistics Canada will once again be participating in the Aboriginal Career Symposium which will take place in November 1997. This initiative is a joint collaboration between the NRC and Canadian Aboriginal Science and Engineering Assoc. (CCAB). The theme for 1997 is "Science and Engineering". A number of workshops will be presented on a variety of topics. Information on recruitment and retention of Aboriginal Peoples and the types of careers Statistic Canada has to offer will be made available in an STC kiosk.</p>

Topic	Highlights 1994-95	Highlights 1995-96	Activities and Goals 1996-97	Achievements 1996-97	Responsibility Centre	Goals for 1997-98
<p>4.4 Consultation with union representatives</p>	<p>Employment Equity was 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>The Co-chairs of the Sub-Committee on Disability issues and other Sub-Committee members have attended COSH meetings as observers but are not members. Membership in COSH is strictly regulated by the Canada Labour Code.</p>	<p>Continue to discuss Employment Equity at the joint meetings of union and management. The 1996-97 EE Report and Plan will be discussed with Union Representatives.</p>	<p>The 1996-97 Update to the Employment Equity Multi-Year Plan was completed and discussed at joint meetings of union and management.</p>	<p>Committee of Union and Management arranged through Staff Relations Officer</p>	<p>The plan will be discussed at the Joint Committee meetings.</p>
<p>4.5 Dissemination of the Employment Equity Plan</p>	<p>The STC Employment Equity Plan will be disseminated to employees via ICN and the ERC.</p>	<p>The EE Plan was made available to employees on the ICN. It was also available in printed copy in the Employee Resource Centre.</p>	<p>Continue to make the EE Plan available to employees in alternative formats on request.</p>	<p>The EE Multi-Year Plan 1996-97 was made available electronically on the ICN. Hard copies were made available in the ERC. Alternative formats are available on request.</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 members, 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 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 workgroups.</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>The Employment Equity Committee met on a monthly basis to plan activities and discuss issues related to each group.</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>The Employment Equity Committee and its sub-committees and work-groups continued to meet on a monthly basis. Issues and concerns related to each group were discussed.</p>	<p>The Employment Equity Committee and its Sub-Committees and work groups</p>	<p>The membership of the EE Committee will change in accordance with the rotation of membership in HR Committee guidelines.</p> <p>Continue the activities of the EE Committee and its Sub-Committees and work groups.</p>

Topic	Highlights 1994-95	Highlights 1995-96	Activities and Goals 1996-97	Achievements 1996-97	Responsibility Centra	Goals for 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>Self-identified 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>Continue to use appropriate means of communication to inform members of designated groups.</p>	<p>Continue use of the mail-out program.</p>	<p>The target group Sub-Committees with collaboration of HRDD made extensive use of mail-outs to inform and encourage participation of self-identified employees of up-coming events such as: noon-hour tutorial sessions on "How to Compete in the Competitive Process" sponsored by EE and HRDD, as well as providing information of on "Discussion Forums" and workshops organized by Treasury Board Secretariat. (Refer 2.6, 3.8)</p> <p>information flyers on PIPES (Project for the Improvement of Provincial Economic Statistics) were distributed to self-identified employees through the Employment Equity office. (Refer to 4.2)</p>	<p>HRDD</p>	<p>Continue to use appropriate means of communication to inform members of designated groups on up-coming initiatives.</p>
	<p>A pamphlet outlining various services, such as Career Counselling, Employee Assistance, CAD, the Employee Resource Centre and contact points is to be developed.</p>	<p>The Employee Advisory Services pamphlet outlining various services such as Career Counselling, Employee Assistance, CAD, etc. and Contact Points has been developed. (Refer to Sections 3.3 and 3.9).</p>	<p>The Employee Advisory Services pamphlet will be made available to all employees. The pamphlet will be available in electronic format on the ICN, and will be available in the ERC.</p>	<p>The final draft of the Employee Advisory Services pamphlet is being reviewed by management. Upon approval, the pamphlet will be made available to all employees through copies in the ERC and in electronic format on the ICN. (Refer 3.9)</p>	<p>HRDD</p>	<p>Circulate pamphlet.</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 Job Alert, Organizational Changes, Personnel Bulletin and announcements are mailed to employees absent from the workplace.</p> <p>The ERC within the STC Library contains a multitude of information for employees (See 3.3).</p>	<p>Evaluate the mail-out program.</p> <p>The ERC expanded its collection. Through the PSC Job Accommodation fund, equipment was purchased to assist employees with disabilities in accessing information in a variety of alternative formats. (See Section 3.3. and Section 2.6).</p>	<p>The leave of absence mail out program was evaluated, and proved to be an effective tool in maintaining contact with employees on leave of absence or extended period of leave, to keep them abreast of information.</p> <p>Continue to publicize the ERC.</p>	<p>Continue to use the mail-out program.</p> <p>In commemoration with the ERC's first anniversary celebrated on May 28, 1996, employees were given a demonstration on some of the new technology equipment, special devices and various types of software to assist persons with disabilities, enabling them to access information using alternative formats.</p>	<p>Employment Equity and Human Resources Planning Section of HRDD</p> <p>ERC and EE Committee</p>	<p>Continue use of the mail-out program.</p> <p>Continue to support the ERC.</p>

Topic	Highlights 1994-95	Highlights 1995-96	Activities and Goals 1996-97	Achievements 1996-97	Responsibility Centre	Goals for 1997-98
<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>New strategies are being examined to encourage self-identification. The guide "Collection of Self-Identification Information" has been received from Treasury Board.</p>	<p>Encouraging self-identification will be a topic of discussion for the EE Committee and the designated group members.</p>	<p>The self-identification process was discussed with the EE Committee and the designated group members. A new work-group consisting of members of the designated groups and HRDD Advisors has been formed. The work-group will be assisting in the design of a new brochure, questionnaire and covering letter and will formulate a plan for the introduction of the new questionnaire to STC employees.</p>	<p>HRDD Employment Equity</p>	<p>Develop a pro-active program to encourage self-identification.</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>In February 1996, The Visible Minority Consultative Group invited Wally Boxhill from Treasury Board Secretariat to speak on the importance of self-identification.</p>	<p>Continue awareness activities.</p>		<p>Sub-Committees for the designated groups and HRDD</p>	<p>Continue efforts to encourage self-identification.</p>
		<p>The project to capture self-identification data from secondary sources is continuing.</p>	<p>Continue to capture self-identification data.</p>	<p>An administrative review of competition files identified that a number of employees had self-identified on competition applications, but were not in the Agency's bank of self-identified employees. Steps were taken to have these names included in the count of target group members.</p>	<p>HRDD</p>	<p>Continue to capture self-identification data through secondary sources.</p>
	<p>All new employees attend an Orientation Session which includes a module on EE.</p>	<p>Fiscal restraints and the hiring freeze restrictions have limited the Orientation sessions.</p>	<p>EE modules will be included in Orientation when the program resumes.</p>	<p>Special orientation sessions were presented to students in the summer months. These sessions were modified slightly to address information specific to students.</p>	<p>HRDD and Middle Management Project on PIPES.</p>	<p>A new orientation program is being designed to meet the needs of the Project to Improve Provincial Economic Statistics (PIPES). Information on EE will be included in the Orientation package.</p>

Topic	Highlights 1994-95	Highlights 1995-96	Activities and Goals 1996-97	Achievements 1996-97	Responsibility Centre	Goals for 1997-98
<p>4.9 Transcription of information into alternative format</p>		<p>A draft policy on alternative formats has been completed and is scheduled to be tabled at the Policy Committee meeting in May 1996. Audio cassettes of "Literacy, Economy and Society" were completed in April 1996.</p> <p>A prototype of a Text-to-Speech version of the Daily has been completed. Equipment funding of \$20,000 has been received from the Diversity Management Directorate at the PSC in order to complete the Text-to-Speech project.</p>	<p>The Steering Committee on Alternative Formats continued to meet on how best to implement this policy.</p> <p>The full-automated Text-to-Speech version of the Daily using a 1-800 telephone line, was tested in August 1996.</p> <p>JAF and SMIF proposals were presented to the PSC. The objective of the proposals would allow further research in Alternative Format Solutions and approval for Standard Generalized Markup Language (SGML).</p>	<p>The draft policy on alternative formats was deferred until next fiscal year for tabling at Policy Committee.</p> <p>The launching date for the Text-to-Speech version of the Daily was held May 30, 1997, in celebration of National Access Awareness Week.</p> <p>The JAF proposal was approved allowing further research in Alternative Format Solutions.</p> <p>The SMIF approved the Standard SGML, Solutions or Model for alternative formats.</p> <p>Questionnaires to over 300 Canadian universities and colleges were sent to research students' alternative format needs.</p> <p>"La cécité et les déficiences visuelles au Canada" was produced in braille.</p>	<p>Marketing Division, Communications Division, Dissemination Division</p>	<p>Continue efforts in alternative format solutions.</p> <p>A study on internet accessibility for persons with visual impairments and to create an accessible home page of federal government material available in alternative formats.</p> <p>Research and Standard Generalized Markup Language (SGML). Solution to provide departmental products in alternative formats.</p> <p>Identify the fields of study, use of enabling technology and other alternative format access issues.</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>Continued to include EE as a topic of assessment in competitions.</p>	<p>Continue to include Employment Equity in the Statement of Qualifications, written examinations and interview portion of competitions.</p>	<p>Promote Inclusion</p>	<p>Management involved in competitions Employment Equity</p>	<p>Promote inclusion of EE as a topic of assessment in competitions.</p>

Topic	Highlights 1994-95	Highlights 1995-96	Activities and Goals 1996-97	Achievements 1996-97	Responsibility Centre	Goals for 1997-98
<p>4.10 Cont'd Furthering employee awareness of Employment Equity Issues in the Workplace.</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>To aid candidates in preparing for competitions, catalogued reference material such as a 1994 video on the ES generic competition "Briefing and Oral Interview Questions", has been made available in the new ERC. (See Sections 1.1, 1.4, 2.3, 5.4).</p> <p>Continue to make reference material on EE available through the ERC.</p>	<p>Continue to make board reference material on EE available through the ERC.</p> <p>Continue</p>	<p>Continued to make board reference material on EE available through the ERC whenever possible.</p> <p>Continued to make reference material on Employment Equity available through the ERC.</p>	<p>ERC</p> <p>ERC</p>	<p>Continue to make competition board reference material on EE available through the ERC.</p> <p>Continue efforts in EE awareness.</p>
<p>4.11 Information Sharing</p>					<p>Women's Issues Committee</p> <p>Sub-Committee on Disability Issues</p>	<p>Representative from the Agency will participate in the TBS Consultation Committees on Employment Equity to provide ideas and feedback on strategies, issues, policies and initiatives in relation to implementation on the EE Program in the Public Service.</p>

5 ACCOUNTABILITY

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

Topic	Highlights 1994-95	Highlights 1995-96	Activities and Goals 1996-97	Achievements 1996-97	Responsibility Centre	Goals for 1997-98
5.1 Integration of EE objectives into overall human resources planning and into managers' operational plans	A Divisional Program Report was required to be submitted to the Chief Statistician on a regular basis. A section on Employment Equity initiatives for each of the designated groups is included in each Divisional Program Report. Program Reports are reviewed by the Chief Statistician and feedback is provided on each report.	Divisions will continue to be accountable for employment equity initiatives implemented in their divisions and will report on such in their Divisional Program Reports.	Program Reports continue to be required. Reporting is now every two years. Divisions continue to be accountable for employment equity initiatives, and will detail them in their program report	Divisions continued to prepare Program Reports which detailed employment equity initiatives.	Individual divisions are responsible for regularly preparing Program Reports.	Continue to promote Employment Equity in Divisional Program Report.
	Official Languages in conjunction with Directors, prepared reports providing an outline of Employment Equity issues and strategies	Continue annual visits to Directors and the briefing of senior management on the results of these visits.	Annual visits to Directors continued.		Workgroup on Accountability (new workgroup just being formed)	A new workgroup will examine accountability for EE.
5.2 Establishment of an Employment Equity Committee structure to facilitate the integration of employment equity principles into day-to-day operations.	Grass roots committees develop specific proposals and projects. The proposals are discussed at the Employment Equity Committee or other focal committees and forwarded up for recommendation through the Human Resources Development Sub-Committee. The HRD 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 3.1)	Continued this structure.	Continue this structure.	Continued to integrate Employment Equity with other Human Resources programs and initiatives.	Human Resources Development Committee	Continue to integrate Employment Equity with other Human Resources programs and initiatives.
5.3 Inclusion of EE in performance reviews of senior managers.	Employment equity is included in the criteria used for the performance reviews of senior managers.	Continued to include Employment Equity in the criteria used for the performance reviews of senior managers.	Continue to include EE in the criteria used for the performance appraisal of senior managers.	Promoted inclusion of EE in the criteria used for the performance reviews of senior managers.	Management	Encourage inclusion of EE in the criteria used for the performance appraisal of senior managers.

Topic	Highlights 1994-95	Highlights 1995-96	Activities and Goals 1996-97	Achievements 1996-97	Responsibility Centre	Goals for 1997-98
<p>5.4 Inclusion of EE in Audits</p>	<p>The Public Service Commission (PSC) Audit conducted in 1992 had two specific recommendations to H.R. Management at STC:</p> <p>a) that statements of qualifications be scrutinised towards the aim of ensuring fairness in the selection process;</p> <p>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:</p> <p>i) by a workgroup which reviews selection processes, (Refer to 1.2)</p> <p>ii) by the use of generic competitions (refer to 1.4) when anticipating staffing can be used to fill vacancies and by the use of the Entry-level Officer Development Program (refer to 2.3) bridging program which will provide training, development and experience so that vacancies can be filled.</p> <p>The PSC Audit conducted in 1992 concluded that STC had established a structure conducive to the commitment and participation of managers in reaching EE objectives (see 3.1 and 5.2). The EE Committee was identified as one of the most active.</p>	<p>Continued efforts which the PSC Audit identified as effective.</p>	<p>Continue efforts which the PSC Audit identified as effective.</p>	<p>In response to the PSC 1992 Audit of staffing activities in the department, a number of measures were taken to address the concerns and recommendations made in the audit report.</p> <p>Human Resources Branch has put in place a corporate monitoring program as recommended in the audit report. Analysis of staffing activities is now conducted on a quarterly basis. The information gathered is disseminated to various interest groups such as the SPRC, divisional management, etc., as required. All the information gathered was summarized in a biennial monitoring report which covered the period April 1, 1995 to March 31, 1997. The Agency created the Senior Personnel Review Committee (SPRC) in 1994, and since that time this committee has been convening bi-weekly to review and decide on cases involving the areas of concern which were identified in the 1992 audit report:</p> <ul style="list-style-type: none"> • reclassification within one year of appointment by transfer and deployment; • promotion without competition following an acting appointment in the same position or in a similar position in the previous 12 months; • appointment of an employee from term to indeterminate status without competition. 	<p>Senior Personnel Review Committee</p> <p>HR Branch</p>	<p>Continue the role of the Senior Personnel Review Committee</p>

Topic	Highlights 1994-95	Highlights 1995-96	Activities and Goals 1996-97	Achievements 1996-97	Responsibility Centre	Goals for 1997-98
<p>5.4 Cont'd Inclusion of EE in Audits</p>		<p>Continued the role of the Review of Selection Processes Workgroup.</p>	<p>Continue the role of the Review of Selection Processes Workgroup (See Section 1.2)</p>	<p>The Review of Selection Processes Workgroup regularly examines screening and selection criteria with a view to sensitizing managers to obstacles presented in prepared staffing material, such as posters and Statement of Qualifications.</p>	<p>Review of Selection Processes Workgroup HRDC Sub-Committee</p>	<p>Continue Review of Selection Processes Workgroup</p>
		<p>Continued the use of generic competitions.</p>	<p>Continue and expand the use of generic competitions.</p>	<p>The use of generic competitions has increased over the past several years in order to augment promotional opportunities. Agency-wide generic competitions aimed at filling vacancies which fall within the same category and require commonality of skills and experience are now the norm for Director, Assistant Director, Section Chief, and the CS community.</p>	<p>HRDD</p>	<p>Expand the use of generic competitions in other classifications</p>
<p>5.5 Approval and implementation of the Employment Equity Plan</p>	<p>The 1994-95 and 1995-96 Employment Equity Plan was discussed and implemented.</p>	<p>The Employment Equity Plan was reviewed, updated and extended as appropriate. Performance was monitored through regular reports to the Human Resource Development Sub-Committee and through quarterly reports to the Human Resources Development Committee.</p>	<p>Continue to monitor goals and achievements.</p>	<p>Progress on the Employment Equity Plan was monitored and the plan was updated. Regular reports were made to the Human Resource Development Sub-Committee. Reports were presented 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>The Statistics Canada workshops on Managing in a Diverse Workforce continue to be given to Managers. Corporate funding will be provided to extend the project to June 1996 after SMIF funding ceases in March 1996. The Project Manager of this SMIF represented Statistic Canada externally at various presentations to highlight our initiatives. At the Diversity Forum in June 1995, the Project Manager of Diversity Awareness and the Project Manager for Making the Corporate Assignments Program work for employees with disabilities were both guest speakers. (See Section 4.1).</p>	<p>Continued management attendance and participation in external courses as well as the Statistics Canada workshop on Managing in a Diverse Workforce.</p>	<p>Continued to encourage senior managers to attend external employment equity courses, information sessions and discussion forums.</p>	<p>Management</p>	<p>Continue efforts in diversity awareness.</p>

C NUMERICAL TARGETS

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

Topic	Highlights 1994-95	Highlights 1995-96	Activities and Goals 1996-97	Achievements 1996-97	Responsibility Centre	Goals for 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	Achievements are portrayed in graphical fashion on the pages which follow.	Continue to work towards targets.	Human Resources Development Division monitors progress.	Continue to work towards 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.

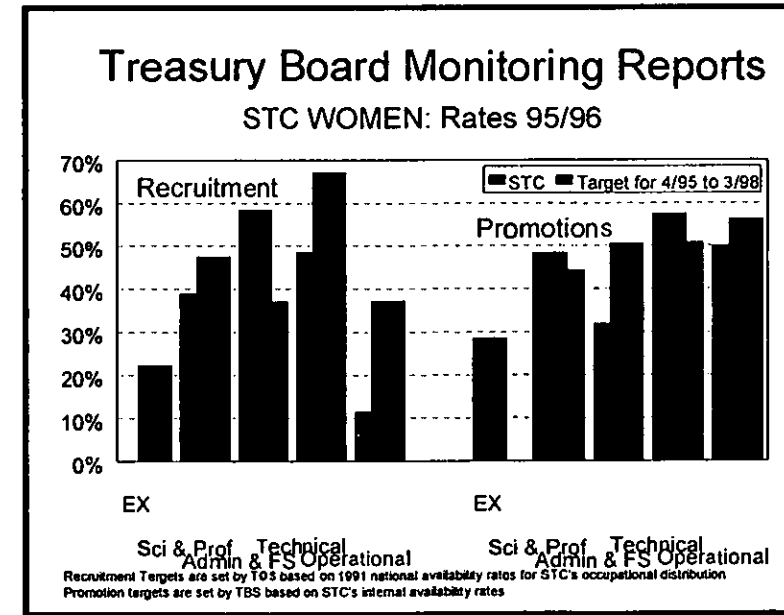
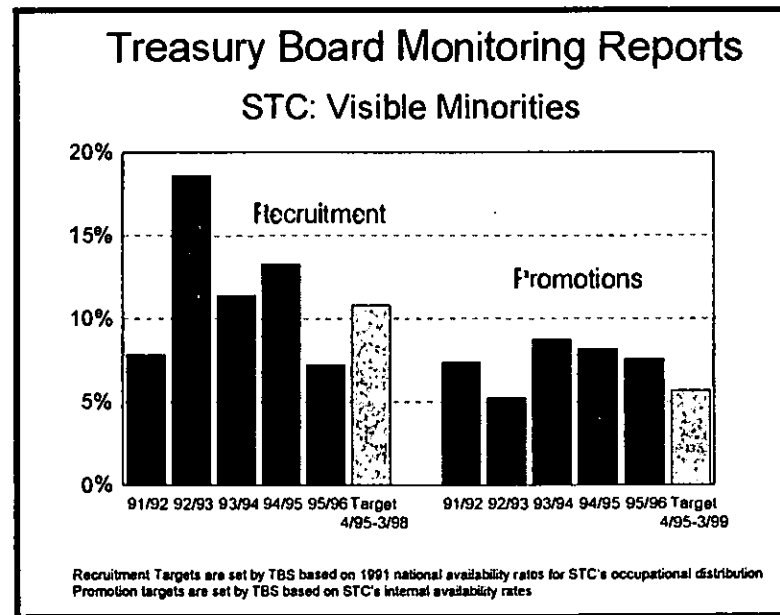
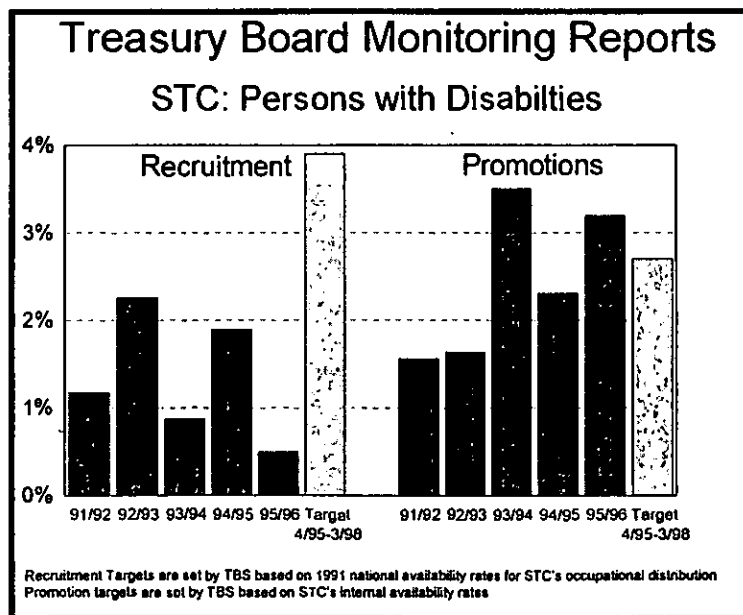
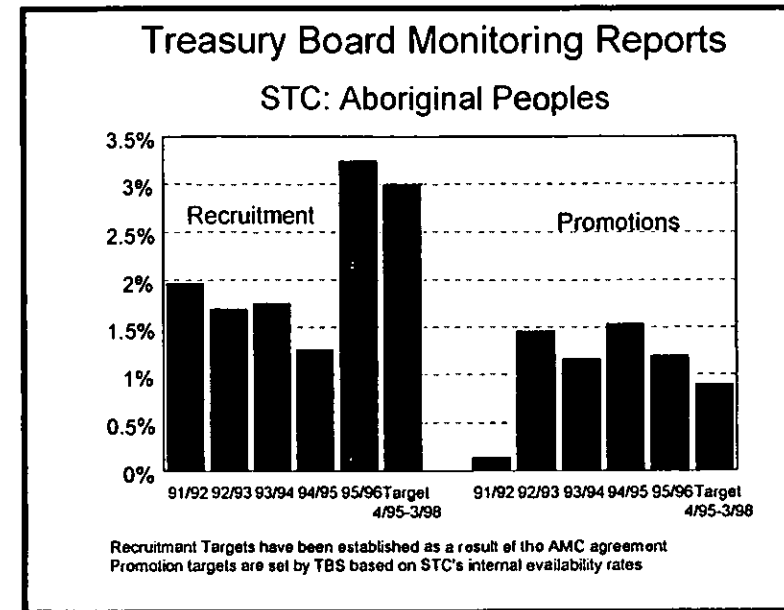
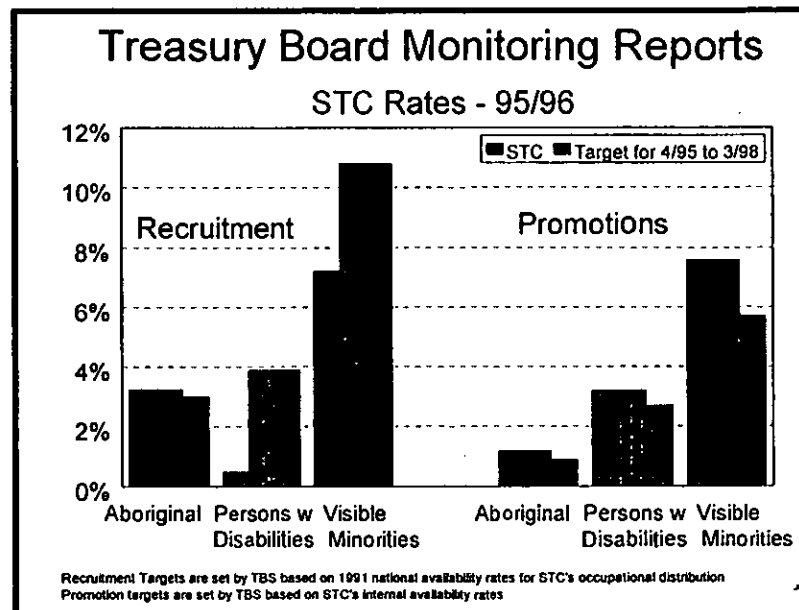
The Executive Group (EX)

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.

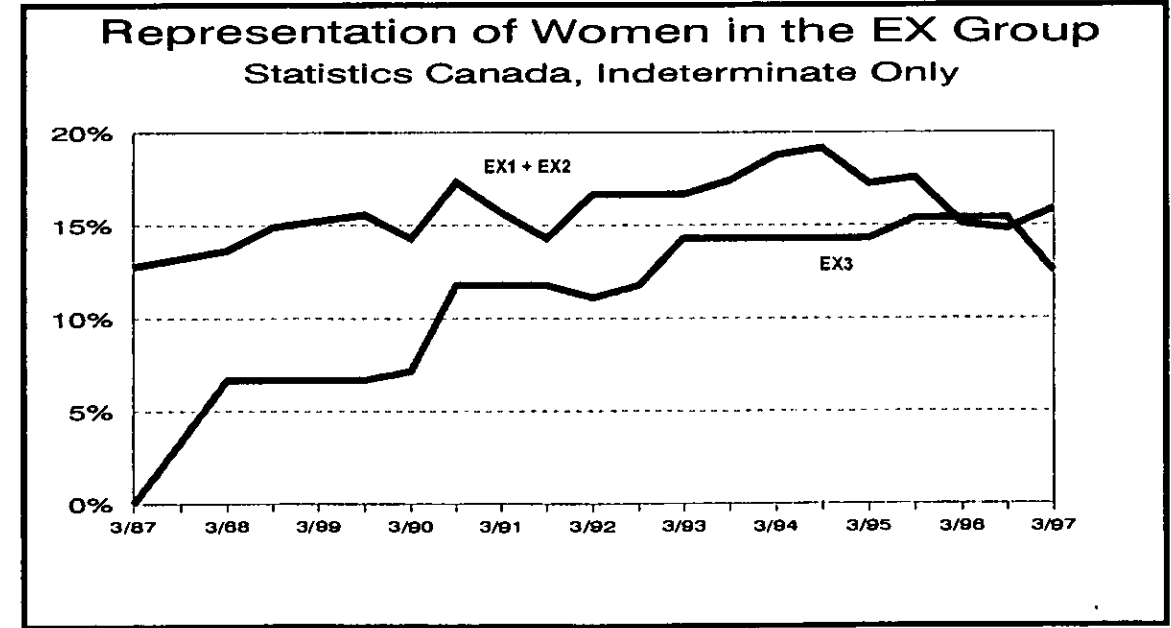
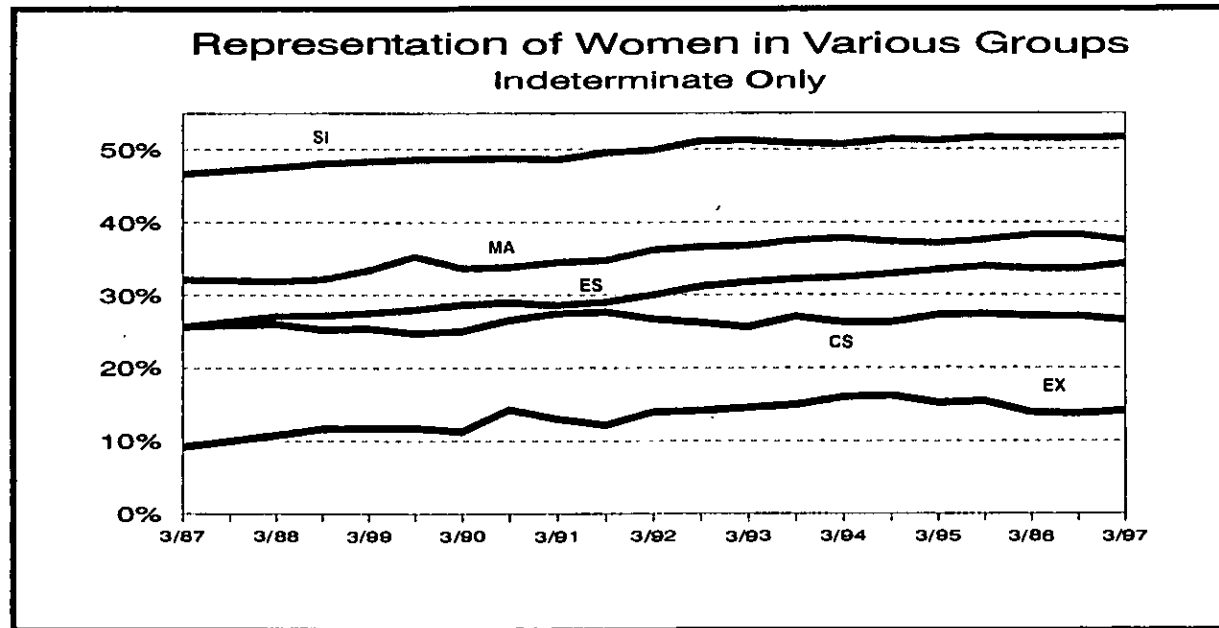
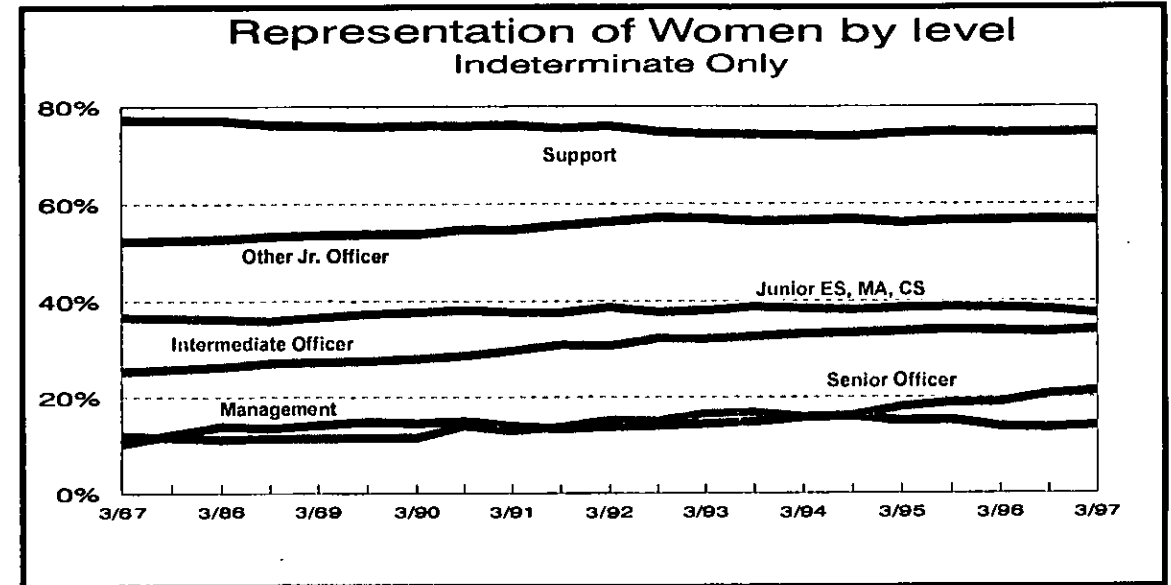
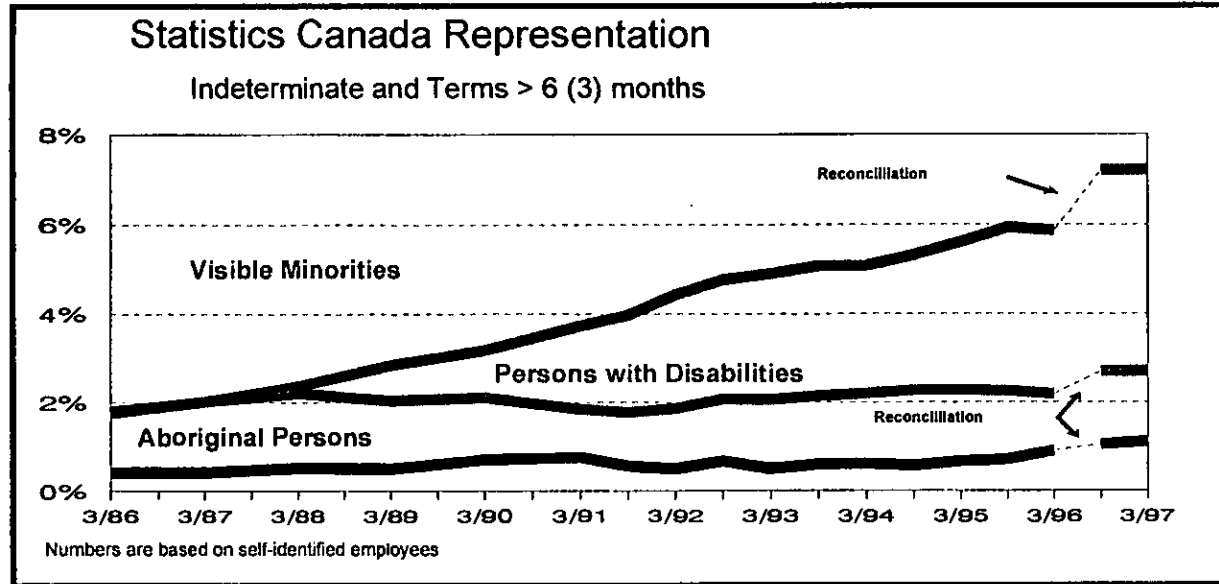
C.1 Recruitment and Promotions - Cumulative Rates 04/91 à 03/96

Note: Targets and achievements are established using determinate over three months and indeterminate figures.

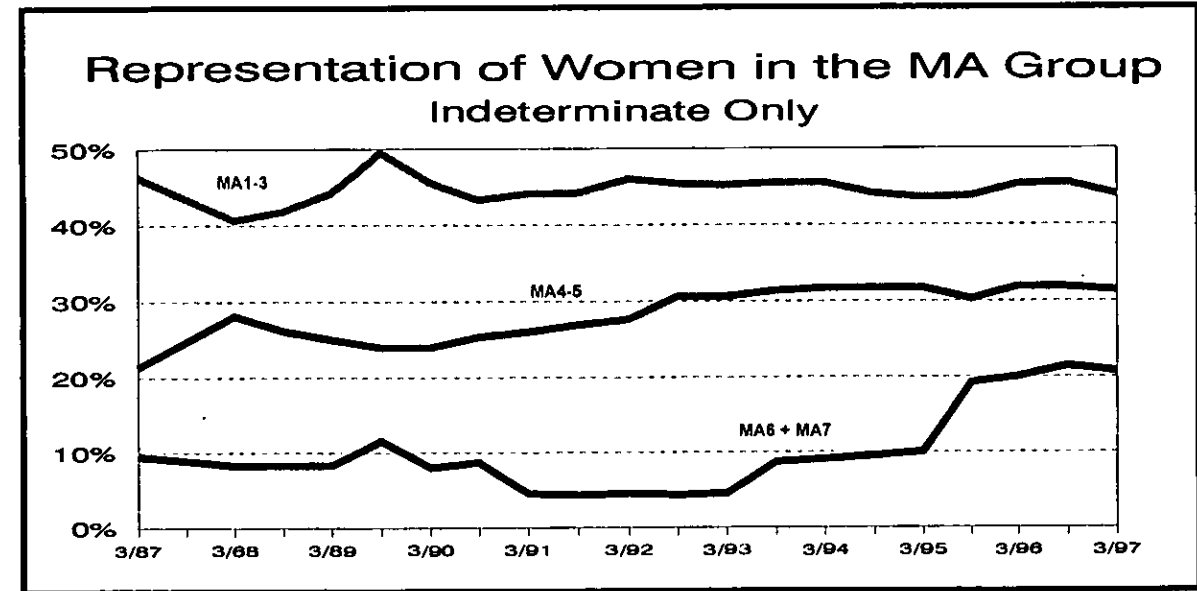
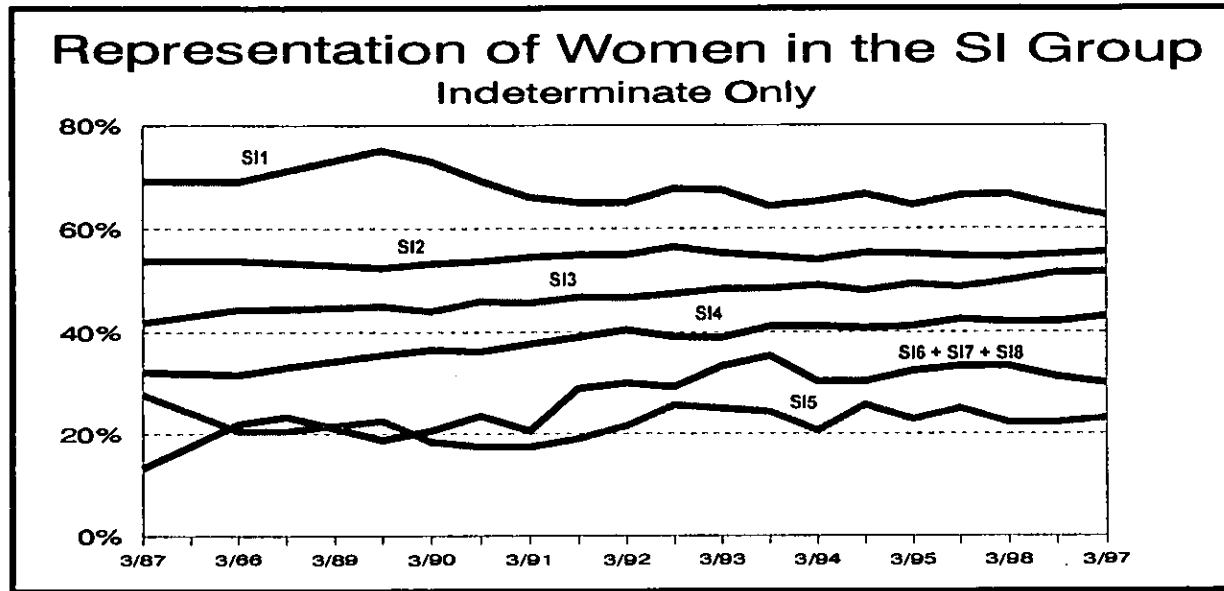
The Master Agreement prepared by Treasury Board Secretariat for the Assembly of Manitoba Chiefs Human Rights Complaint will see the Recruitment Target raised to 3% for Aboriginal Peoples. This Agreement was signed June 11, 1996.



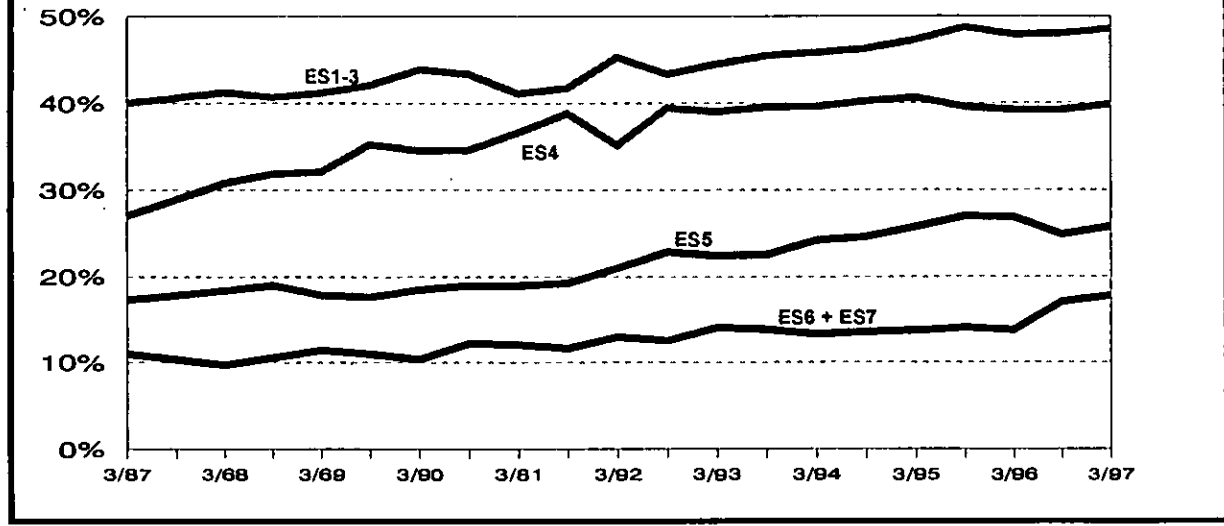
C.2 Statistics Canada - Representation



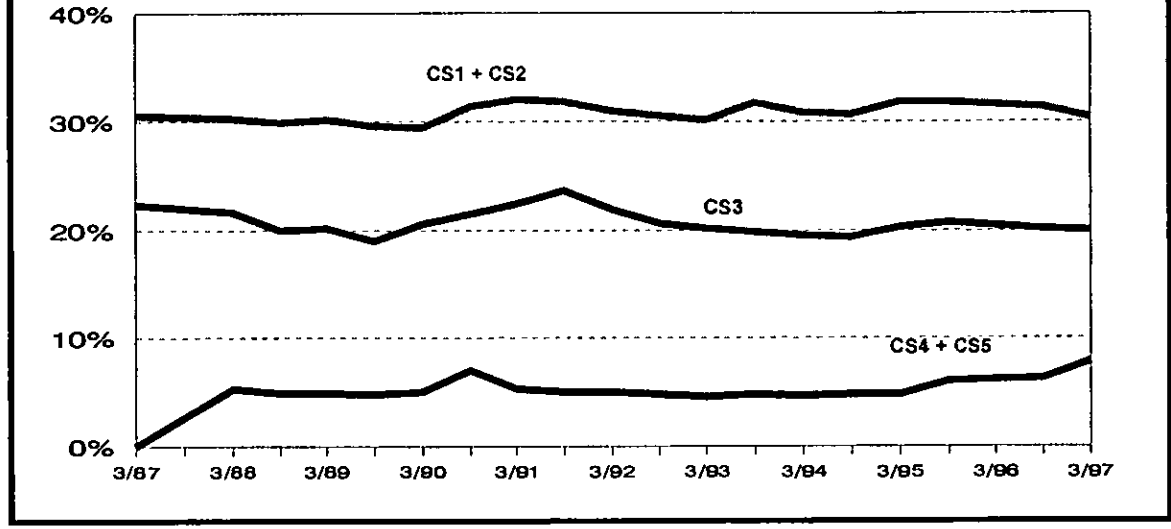
C.2 Statistics Canada - Representation - concl'd



Representation of Women in the ES Group
Indeterminate Only



Representation of Women in the CS Group
Indeterminate Only



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