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ISTC TASK FORCE ON THE ADVANCEMENT OF WOMEN

PHASE II REPORT

JANUARY 1991

Canada

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ISTC TASK FORCE ON THE ADVANCEMENT OF WOMEN

PHASE II REPORT

JANUARY 1991

ON

- Staff Development Through Formal Education
- Flexible Work Arrangements
- Family Support Mechanisms
- Technology
- Attitudinal Issues

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Date: November 16, 1990

From: Deputy Minister

Subject: TASK FORCE ON THE ADVANCEMENT OF WOMEN

I am pleased to enclose a copy of the report which evolved over the summer of 1990 from the five Working Groups of the Task Force on the Advancement of Women. The recommendations they contain were approved by the Departmental Management Committee on October 3, 1990. Copies of the Executive Summary and the Recommendations were recently distributed to all employees.

These reports have followed on the work of the Phase I Secretariat on the Advancement of Women and two months of intensive discussions among Phase II Working Groups on Flexible Work Arrangements, Staff Development Through Formal Education, Support Mechanisms for Family Responsibilities, Impact of Technology and the Attitudinal Issues Group. They have taken a fundamental look at the way that the Department operates and views its employees, the policies already in place and those which are deemed to be lacking. The result has been the development of recommendations for a more supportive, progressive and innovative ISTC.

Date: Le 16 novembre 1990

De: Sous-ministre

Sujet: EXAMEN DE L'AVANCEMENT DES FEMMES

Je joins à la présente une copie du rapport qui a été élaboré au cours de l'été 1990 par chacun des cinq groupes de travail chargés de l'avancement des femmes. Les recommandations qui y figurent ont été approuvées par le Comité de direction du Ministère le 3 octobre 1990. Des copies du résumé et des recommandations ont été distribuées à tous les employés.

Ces rapports constituent le suivi de l'Étape I des travaux du Secrétariat de l'avancement des femmes et des nombreuses discussions (d'une durée de deux mois) des groupes de travail chargés de l'Étape II. Ces groupes comprennent ceux des horaires flexibles, du perfectionnement des employées grâce à un enseignement formel, des services de soutien liés aux responsabilités familiales, de l'incidence de la technologie et des questions relatives aux obstacles comportementaux. Ces groupes ont analysé en profondeur la façon dont fonctionne le Ministère et comment ce dernier considère ses employés, les politiques en vigueur et celles qui devraient être élaborées. Cela a entrainé l'élaboration de recommandations pour qu'ISTC soutienne davantage ses employés et pour qu'il soit plus progressiste et innovateur.

H.G. Rogers

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REPORT ON

FLEXIBLE WORK ARRANGEMENTS

Prepared by the Working Committee on
Flexible Work Arrangements

September 26, 1990

REPORT ON FLEXIBLE WORK ARRANGEMENTS
September 11, 1990

INTRODUCTION:

With the right kind of attitude and infrastructure, flexible work arrangements can work successfully to the benefit of all employers and employees. In particular, women can take advantage of these options to balance family responsibility and career goals. Properly managed, flexible work arrangements can improve morale and productivity and make it easier to attract and retain quality people.

Women today have a strong commitment to the labour force. This commitment, like men's, is based on the need to support themselves and their families and can therefore be expected to remain strong in the future.

Since the 1950s the participation of women in the Canadian labour force has steadily increased. In 1951, less than one-quarter (24.1%) of all Canadian women were in the labour force. By 1971 this figure rose to 39.9%, and by 1986 it reached 55.4%. During these years the male labour force participation rate remained stable, ranging from 76.4% in 1971 to 77.0% in 1986. By 1986, 5.6 million women and 7.5 million men were in the labour force. This is an increase of 85.2% for women compared with 30.0% for men over a 15 year period.

While men in the labour force do a variety of jobs, women are still concentrated in a few occupations. The concentration of women in the traditionally "female" jobs of clerical, sales and service occupations, where pay is low and opportunities are few, has increased over the last 15 years.

Statistics on ISTC's workforce reflect closely the statistics for women in the workforce in general. Woman account for approximately 48% of the departments workforce. However, similar to national statistics, the concentration of women (68%) is primarily in the support occupational groups. Women that are represented at the professional and management level tend to be at the lower levels of this group.

With the changing demographics of the workforce and the changing times, the use of flexible work arrangements is being used more and more by government and private industry. Flexible work arrangements encourages employees to take advantage of leave options in order to fulfil family responsibilities or to pursue educational and/or personal goals. They can include: part-time, flexible time, compressed work week, job sharing, work at home and leave.

Some of these options are already established in union contracts as a right of employees to request, while others are in the pilot project stage and are proceeding on a "best practices" approach. Both government departments and private industry have used these arrangements very successfully. Examples are listed below:

Public Sector

- Employment and Immigration Canada implemented a pilot self-funded leave program in October 1988. As of May 1990, 63 EIC employees (34 males and 29 females) participated in the program. Seven additional departments have since implemented their programs and currently have 42 employees registered. ISTC is in the process of developing a self-funded leave program.

- Some 450 employees at Customs and Excise in Ottawa out of a total of about 1,500 are on a compressed work week (CWW) schedule. It is important to note that these employees are from a variety of job categories (including CO, PM, SCY, CR and AS) and that, similar to ISTC, the main client is Canadian business. ISTC has a total of 80 employees using CWW schedules. There are few sectors where this type of scheduling is commonplace, except for the Ontario regional office, where 46 employees are on such schedules. There are few employees in other areas on CWW, most notably 26 within Finance, Personnel and Administration.

- At present time ISTC does not have a policy respecting work at home; however, the department does have a senior commerce office currently taking part in a one year pilot project involving work at home two days per week. Another pilot project will soon be implemented by ISTC in Western Canada. In general, work at home is primarily on a pilot project basis within the federal government. For example, Transport Canada is putting in place a 6 month pilot project involving 20-25 employees. As well, Employment and Immigration Canada and Agriculture Canada have initiated work at home programs for disabled employees.

Private Sector

- Hewlett-Packard's reevaluation of its sick leave policy led to the establishment of a Flexible Time Off program which combined vacation and sick leave time. Under their plan, employees receive from 15 to 30 days off a year, depending on their length of service, and can be used at the employee's option as either vacation time or sick leave time. They may carry over a portion of unused time off from year to year and receive a cash payout after 20 years of service. The carried-over block of time can be used for such purposes as extra vacation, temporary illness in the family and problems with child care, or it may be saved for later use or a cash benefit.

- Northeast Utilities has adopted a job-sharing program as a way to attract and retain employees who are leaving due to conflict between 40 hour jobs and family responsibilities. In December 1986 the company implemented a job-sharing pilot project using 50 pairs of employees out of 10,000 employees.
  The company cites impact to date as attracting a large pool of applicants in addition to increased productivity, reduced use of sick time and personal time, reduced turn-over and improved employee moral.

Nevertheless, with all of these mechanisms in place the perception still exists within ISTC management that employees, especially women, do not take their careers seriously when they try to take advantage of leave options and the employees who have been granted flexible work arrangements perceive it to be highly career-limiting.

It is important to note that as part of the working group's examination of flexible working arrangements, consideration was given to the activities of PS 2000. The action plan drafted by the working group is designed to complement initiatives already recommended by the PS 2000 study. The ISTC Working Group on Flexible Work Arrangements identified some of the same concerns as PS 2000. It should also be noted that the Working Group on the Management of Human Resources was also consulted. They support our recommendations.

FLEXIBLE WORK OPTIONS

As part of flexible working arrangements, the following options were studied: Job Sharing; Flexible Hours; Work at home; Compressed work week; Part-time employment; Leave: with pay, without pay, and self-funded leave.

- **JOB SHARING**
  Job sharing is an arrangement in which people share one full-time job, each working part-time on a regular on-going basis. In all cases, however, job sharing has two key distinguishing characteristics.

  1. It is a voluntary arrangement between two employees and their employer to share the responsibilities and tasks of a full-time job because each employee wants to work less than full-time; and

  2. It is a regular, on-going arrangement, in which the employees share the income, benefits, and rights of the full-time position. Within ISTC, employees working less than 30 hours per week are treated as part time. As a result, benefits are pro rated and employees, working less than 30 hours per week, are not allowed to contribute to the Public Service Superannuation Plan nor do they receive death benefits.

- **FLEXIBLE HOURS:**
  Flexible work hours is work schedules that permit flexible starting and quitting times within limits set by management. The flexible periods are at either end of the day with a "core time" set in the middle during which all employees must be present. Flexitime requires a standard number of hours to be worked within a given time period (37.5 hours during a five day week).

Two possible variations in the use of flexitime:

1) Fixed starting and quitting times are selected periodically. Employees choose their starting and quitting times for a specified period and work 7.5 hours daily, following the agreed upon schedule.

2) Starting and quitting times can vary daily. Employees come to work and leave at a different time each day, providing they work a total of 7.5 hours every day.

WORK AT HOME

Work at home is an arrangement whereby the employee performs his/her regular duties at home as opposed to the office for any given number of days in a work week. Employees may or may not be linked electronically to the regular office through a computer. The growing lexicon surrounding this type of work arrangement includes the traditional "homeworker", flexiplace, telecommuting or telework (where the use of a linked computer is involved) and satellite office (where a branch office is located in the home).

COMPRESSED WORK WEEK

Compressed work week is an alternative work schedule in which the full-time employee trades off additional hours worked each day with additional time off during a designated period. In return for extra hours worked each day, the employee may take a "designated day off" or "day of rest".

PART-TIME EMPLOYMENT

Permanent, or regular, part-time employment is a reduced work-time arrangement in which the part-time worker is regarded as full-fledged employee of the organization, entitled to job security and other rights and benefits available to full-timers. Part-time workers work fewer than 30 hours per week. Similar to job sharing, employee benefits are pro rated and employees, working less than 30 hours per week, are not allowed to contribute to the Public Service Superannuation Plan.

LEAVE

Leave is an authorized period of time away from work without loss of employment rights. For the purpose of this report, leave includes the following:

i) LEAVE WITH PAY: vacation leave, sick leave, family related responsibilities, examination leave, career development, personnel selection, compensatory time, injury-on-duty;

ii) LEAVE WITHOUT PAY: care and nurturing, personal needs; relocation, education leave; and

iii) SELF-FUNDED LEAVE: will allow indeterminate employees to defer up to 33 1/3% of their gross salary to fund a period of absence from their

work and to return to their regular employment upon completion of the leave.

BACKGROUND

ISTC responded to the April 1990 report entitled "Beneath the Veneer" on the Task Force on Barriers to Women in the Public Service Commission by forming a Steering Committee, an Advisory Committee and a Working Group to review the advancement of women within ISTC. The findings of the first stage were reviewed by the Departmental Management Committee (DMC) in June 1990 and the results were published in a report entitled Advancement of Women - ISTC Review. The report was distributed to all staff at the end of July 1990.

The Phase I report concluded that the Secretariat for the Advancement of Women, with the assistance of the Human Resources Branch (HRB), should examine current use of flexible work options within ISTC and develop "best practices" awareness for managers.

A working group on Flexible Work Arrangements was established as part of the second phase using the list of volunteers from the Advisory Committee. The group was chaired by Emilee Pedruchny from the Winnipeg Regional Office. Three meetings were held between July and August 1990. Each flexible work arrangement options was reported on by a Committee member.

CURRENT SITUATION

To examine flexible working arrangements within ISTC, the working group examined current ISTC policies, considered the efforts of PS 2000 and consulted the ISTC Working Group on the Management of Human Resources. The working group identified other flexible work arrangements not covered in the ISTC collective agreements, and serious consideration was given to identifying and studying "best practices" approaches. The review identified the following two issues:

1. Limited use; and

2. Management approval.

Limited Use

ISTC has well established policies in place regarding many flexible working arrangements, (ie: Flexitime, leaves, part-time, etc.). However, very few employees take advantage of these policies on flexible working arrangements. The following reasons were identified:

a) Employees taking advantage of flexible working arrangements are not perceived to be as committed to their careers. This can result in employees being passed over for important projects or opportunities for promotion.

b) Relationships with co-workers may become strained because they feel that their workload increases in order to compensate for an employee taking advantage of flexible working arrangements.

c) Many employees therefore perceive flexible working arrangements as a perk.

Management Approval

Currently flexible working arrangements are approved at managers discretion. The only recourse currently available to employees is through the unions and the collective agreements. This option has a tremendous stigma attached to it.

The following are the most common reasons given by management for refusal of flexible working arrangements:

a) it detracts from traditional management control over employee's work hours and management by sight (instead, managers would be required to supervise by the quality, quantity and timeliness of output).;

b) operational disadvantages are perceived by many managers. They anticipate having to handle the workload during an employee's absence as a result of a flexible working arrangements; and

c) often employees do not present their rationale for flexible working arrangements in a manner that allows managers to understand the request and the inherent advantages/disadvantages.

It was also noted that approval for flexible working arrangements is based more on the relationship between manager and employee rather than on established standards for implementing flexible working arrangements.

ADVANTAGES AND DISADVANTAGES

ADVANTAGES

Review of best practices shows that there are many advantages to implementing and promoting flexible working arrangements. Some of the most noted advantages include:

Employee:

- The ability to achieve a balance between commitments in both family responsibility and career goals.
- More positive attitude.
- Greater commitment.

- Additional time for career development or personal development activities.

Employer:

- Absenteeism, tardiness and turn-over are reduced in organizations using flexible working arrangements as employees can design a work schedule that complements their personal needs.

- In most cases flexible working arrangements provide an inexpensive employee benefit that is highly regarded by employees.

- Organizations often extend their organizational work day when using flexible working arrangements (i.e., increased hours due to compressed work week or flexitime).

- All "best practices" examples cite increased employee morale, commitment and productivity as a result of flexible working arrangements.

- There is an expansion of labour force skills as many employees use flexible working arrangements for further education and training. In an age of rapid technological change, this is an important benefit for an employer.

- Flexible work arrangements assist managers as they encourage managers to manage according to a work plan. The work plan acts as a tool to assess employee performance.

- Major factors in retaining competent employees are keeping pay and benefits competitive and maintaining internal fairness.

- Attracting qualified recruits by offering a compensation and benefits package that is valued more highly than one offered by a competitor can attract more qualified applicants.

DISADVANTAGES

While flexible working arrangements have significant advantages to an organization, it is important to note that there are some disadvantages.

- Often unions become concerned with the introduction of flexible working arrangements as employees may lose some of their rights and benefits.

- Difficulties arise with employee communication, scheduling of meetings, and coordinating work among employees on different schedules.

- A major concern for many managers is supervising and evaluating employees. Some worry about how to tell whether an employee is working when they are "out of sight".

While there are some specific concerns within each individual flexible working arrangements that need to be addressed, (i.e., security of computer information for employees working off site), the above concerns are common to all flexible working arrangements.

RECOMMENDATIONS:

1) ENDORSEMENT BY MANAGEMENT AND ANNUAL REPORT ON IMPLEMENTATION

That management, recognizing that flexible work arrangements improves morale and productivity, endorse and encourage increased use of flexible work arrangements within ISTC, subject to operational requirements, and that an annual report be prepared regarding implementation of flexible work arrangements.

2) AWARENESS CAMPAIGN

That a "How to Booklet" be published for management and employees on flexible work arrangements.

Management:
- highlight the advantages and disadvantages;
- outline the approval process; and
- state options available for meeting the operational requirements while employees use flexible working arrangements.

Employees:
- outline the process required to request a flexible working arrangement;
- indicate the types of flexible working arrangements available;
- highlight the advantages and disadvantages;
- create an inventory of employees already using flexible work arrangements for consultation purposes.

3) HUMAN RESOURCES SENSITIVITY TRAINING COURSE

To develop an annual human resources management in-house course for managers and executives which examines the values and changing dynamics of today's work force. Emphasis would be placed on using flexible working arrangements to recruit and retain productive employees. The course would also focus on removing attitudinal barriers associated with employees in a flexible working arrangement, i.e., not committed to careers, perks, etc.

SUMMARY:

Flexible work arrangements will not work without commitment from top management, the immediate supervisor and the employee. To highlight the flexible work arrangements, discussion of the issue could be raised at the EX-SM conference.

Research has shown that there are more instances of flexible work arrangements in the private sector than within government departments. The private sector has long recognized that if mechanisms are in place to assist employees with family-related responsibilities, then higher productivity, employee morale and lower absenteeism are achieved.

It is imperative that ISTC management provide leadership and visible commitment. The environment created will encourage and support employees in taking advantage of flexible working arrangements. The work force will thereby remain qualified, productive and committed.

WORKPLAN

1) ENDORSEMENT BY MANAGEMENT AND ANNUAL REPORT ON IMPLEMENTATION

   a) Flexible work arrangements should be discussed at the EX-SM conference in November followed by a memorandum to all employees which encourages the use of flexible work arrangements wherever possible.
   Cost: None

   b) That ISTC proceed with a self-funded leave policy and ensure that it is well promoted and supported by management.
   Cost: None

   c) That a report be prepared to DMC annually regarding progress, using for example such internal systems as the Resource Accounting Management System (RAMS) or the Human Resources Information System (HRIS).
   Cost: None

2) AWARENESS CAMPAIGN:

   a) Human Resources Branch should collect and assemble information to be used to produce the "How to Booklet".
   Cost: Minimal financial cost.

   b) A Human Resource Consultant should be retained, by Human Resources Branch, to develop and publish the booklet.
   Cost: $20,000 for development and $20,000 for printing and distribution (total $40,000).

3) HUMAN RESOURCES SENSITIVITY TRAINING COURSE:

a) A Human Resources Consultant should be retained to develop the course in collaboration with Human Resources Branch.
Cost: $15,000

b) Instructors should be retained to deliver the course to ISTC management, approximately 148 managers.
Cost: $200/per participant for a total of approximately $30,000.

APPENDIX A

ISSUES:

The following issues, raised at the working group, should be addressed by the Phase III Task Force:

- The existing "core time" period be reviewed to take into consideration changes in society. Some schools have opted to send children home earlier because of budget cuts and many working parents will be affected by this decision. There may be other factors to be considered with similar impact.

- Improved arrangements be made for longer pay-back period for employees returning from leave who must repay their contributions and those of the employer for the period of their absence.

- ISTC should write a departmental policy on part-time work based on the Treasury Board directive.

- For work at home arrangements, guidelines should be drafted to assure the security of documents brought to the home or accessed by electronic means.

- To complement the policy on work at home scheduled to be released by Treasury Board in April 1991, further consideration should be given to regulations affecting work at home arrangements (ie: zoning, property insurance/liability, taxation, industrial injury/compensation).

- Follow the development of PS 2000 to see how they are impacting the department and the employee's opportunity to take advantage of flexible work options.

- Examine the use of the new Departmental Assignment Program to accommodate the needs and aspirations of employees regarding flexible work arrangements.

- That ISTC not develop an independent policy on work at home but rather continue to be an active member on the Treasury Board team to draft a work at home policy by 1991. However, pilot projects on work at home should be continued and examined for all occupational groups within ISTC.

APPENDIX B

The following examples represent "best practices" case studies within private sector organizations for flexible working arrangements.

ORGANIZATIONAL EXPERIENCE WITH FLEXITIME

International Business Machines Corporation (IBM)

Description: Information-handling systems, equipment, and services company headquartered in Westchester County, New York, with 225,000 employees in its domestic operations.

Reason for Using Flexitime: The "Individualized Work Schedules" program was introduced to provide additional flexibility for employees in terms of their starting and quitting times in order to serve the interests of employees, the company, and the community. IBM piloted the program for 90 days in San Francisco and San Jose in 1981 and has been operating the program companywide since that time. The program is mutually beneficial to both the company and employees and is viewed as being particularly responsive to the needs of women, single parents, and two working parents with young children.

Implementation Process: Nearly all domestic IBM employees are eligible for flexible work schedules. In IBM's European operations, similar programs, with some country variations, have been in use since the early 1970s.

In the United States, employees can arrive at work and depart within a plus-or-minus 30-minute window. Agreement from a manager is required. Managers review jobs in their departments to determine whether and how employees will be able to participate.

Flexibility can be implemented in several ways: variable work schedules, where employees may vary their daily arrival time within established limits; staggered schedules, where employees select from a number of starting times predetermined by management; customized work schedules, where unique business or personal situations may require managers to work individually with employees to establish a special schedule for a specific time period; and fixed work schedules, which are demanded by customer or business requirements. In some units, the flexibility is not as extensive. The arrival/departure window may be only 15 minutes, for example. Carryover of time from one day to another is not permitted in any of the scheduling arrangements.

Impact to Date: A company objective is to include as many employees as possible in the program and to arrange a schedule that takes into consideration both their needs and those of the business. As part

of this effort, IBM has produced a videotape to educate managers about flexitime.

The program has been extraordinarily well received by employees.

SOURCE: Director of corporate compensation and benefits, IBM headquarters, 1988.

Pitney Bowes Inc.

Description: A manufacturer of office equipment, headquartered in Stamford, Connecticut, with approximately 6,000 employees at headquarters.

Reason for Using Flexitime: The program was designed to provide a greater degree of flexibility to clerical employees. The attitude is: "You're adults, so we'll treat you like adults." The program helps with recruiting; job candidates with school-age children find it especially attractive. It also helps alleviate problems of absenteeism and lost time. If an organization has flexitime, its employees are not expected to use a lot of sick leave.

Implementation Process: Approximately 1,100 nonexempt clerical employees at corporate headquarters are eligible for the flexitime option. Although banking time is not permitted except within a given week, if an employee works 37½ hours in less than five days, then he or she is entitled to a half-day off.

The program is implemented by department, with e department head determining what core hours will be. Supervisors must ensure that phones are being covered.

Impact to Date: The program, which was instituted in the late 1970s, takes cooperation between employer and employee and requires more supervisory time. People who use flexitime like it very much, however. They seem willing to put in the extra effort to make the program work.

It's a real punishment when the option has to be taken away for disciplinary reasons. Employees fight to get back in the program. Flexitime is now an integral part of the organization.

SOURCE: Telephone interview with the manager of personnel, Pitney Bowes corporate headquarters (June 1988).

ORGANIZATIONAL EXPERIENCE WITH THE COMPRESSED WORKWEEK

Shell Canada Limited

Description: The Shell Canada chemical plant at Sarnia, Ontario, makes polypropylene and isopropyl alcohol. It is a continuous-process facility, operating seven days a week, 24 hours a day.

Reason for Using a Compressed Workweek: When the plant was built, a primary goal was to maximize both economic and human performance and quality of work life. The latter was defined, in part, as the creation of a learning environment, which necessitated a redesign of shift work. Another reason for reexamining existing procedures was the attrition associated with shift work. Shift scheduling was becoming increasingly unpopular with the plant's labor force because of the social dislocation it entails. The resulting costs of turnover, recruitment, and training needed to be addressed.

Implementation Process: The first step was converting from 8-hour shifts to 12-hour ones. This solved some problems (workers liked it better because it gave them three days off a week and more daytime work) but created new ones. For example, covering absences was more difficult with a compressed workweek, overtime issues had to be resolved, and paid leave time had to be recalculated.

The next stage of implementation entailed a major overhaul of work schedules, training, and management style. The objective was to obtain multiskilled workers and reduce the amount of shift work. To achieve this, the plant basically redesigned the organization. Shift work was combined with nonshift work, and training time is now part of the regular schedule.

Impact to Date: Workers have fewer nonstandard hours and are more self-managing; shift workers are multiskilled and continually trained. Both union representatives and management have collaborated to achieve the program's success.

SOURCE: Stanley D. Nollen, *New Work Schedules in Practice: Managing Time in a Changing Society*, Work in America Institutes Series (New York: Van Nostrand Reinhold, 1982), 83–93.

Lotus Development Corporation

Description: A computer software company based in Cambridge, Massachusetts, with 2,000 employees worldwide.

Reason for Using Leave Time: The average age of Lotus's work force is 31, approximately half men and half women. Many of these employees are planning both careers and families, with some already facing child-raising responsibilities.

The software industry is very competitive and stressful. Lotus makes great demands on its staff in terms of long hours and working at home and therefore is willing to accommodate their personal and family needs. The company feels it is making an important statement to its employees by offering a parental leave option. It doesn't want them to quit just because they're having children and is willing to provide extra leave time and pay for it in order to retain these employees.

Implementation Process: For the primary caregiver of the child, up to four weeks of paid leave time is negotiated between the manager and the employee. When the employee returns, there is the additional option of part-time and flexitime arrangements.

The human resources department at Lotus facilitates this negotiation by interpreting the policy and providing information. A parental leave agreement is signed.

Granting leave time is a serious business consideration. Other people have to fill the gap created by the absence of the leave-taking employee. New products may be in development or about to hit the market, and the parent on leave may be indispensable. In this case, the employee may be asked to continue to do some work at home using a computer and modem.

In 1989, Lotus plans to build an on-site child-care center in its new building.

Impact to Date: The leave program, which was instituted in May 1985, is very popular with employees. There is a real sense of give and take, because employees not on leave realize that they might want to use the option themselves someday.

Lotus, which is only 6 years old, feels that it is setting the stage for other kinds of leave—including options for caregivers of AIDS patients or dying spouses.

SOURCE: Telephone interview with the human resources development staff, Lotus Development Corporation (June 1988).

Pacific Bell

Description: Pacific Bell, a telecommunications company, is part of the Pacific Telesis Group, which is based in San Francisco. Through its operating companies, it provides telecommunications services to 22 million people in California and Nevada.

Reason for Using Flexiplace: The "Telecommuting Project," which was begun in 1985, had two objectives: (1) to assist others in developing telecommuting programs that more effectively utilize the capacity of the public network and (2) to accommodate employees' needs for alternative work arrangements.

Implementation Process: All management employees are eligible to participate in the program on a volunteer basis, with their supervisor's concurrence.

Prospective telecommuters and their supervising manager complete a questionnaire covering such considerations as addressing the problem that prompted the telecommuting applicaton (for example, productivity or floor-space costs); identifying quantifiable business benefits/results from the off-site arrangement and determining how these will be measured; and stating the telecommuter's proposed schedule, physical work-space needs, and job responsibilities.

The prospective telecommuter and his or her manager attend a half-day orientation session at which they review task-implementation issues and a written work agreement prepared by the company's legal department.

Participants working at home get a business line specifically for telecommuting. All of their work-related telephone expenses, including toll charges, are paid for by Pacific Bell.

Impact to Date: From 500 to 1,000 employees are involved in remote work for the company, either at home, in neighborhood work centers, or at satellite offices. Pacific Bell reports that the cost of setting up and running its program has been negligible and has been outweighed by the benefits. The company cites a 20 percent increase in productivity among the telecommuters, reduced absenteeism, improved recruiting, reduced floor-space cost, and better managers. It has also, on occasion, saved on relocation costs.

SOURCE: Lynda Anapol and Leslie Crawford, "Telecommuting and Pacific Bell," *Work Times* (San Francisco: New Ways to Work, Spring 1986): 4.

Citibank N.A.

Description: Citibank is the worldwide financial services subsidiary of Citicorp. Headquartered in New York City, it employs 48,000 people domestically and 42,000 overseas.

Reason for Using Regular Part-Time: This work-time option has been available to nonexempt staff for many years, particularly in clerical and accounting positions. It enables management to better handle the peaks and valleys of the work load.

In the early 1980s, Citibank began offering regular part-time to professionals, or "officers," as the bank calls them. The initial group were predominantly women, who often were leaving to have children but who wanted to be able to return with the same rank and responsibilities. However, the program has also been used by men who want to reduce their hours for personal reasons as well as by employees who want to ease into retirement.

The bank benefits from this arrangement by being able to retain capable employees who might otherwise disappear for long periods of time or leave permanently.

Implementation Process: The use of part-time is described in Citibank's personnel handbook. Decisions to employ, reassign, or promote a part-time professional are tested against several criteria to decide if the overall level of responsibility for a position can be met on a part-time basis. Approvals by business managers or personnel officers are specified in the handbook.

Impact to Date: The regular part-time option meets the needs of those employees who have workday energies that they must devote to other responsibilities. Providing for this scheduling arrangement enables the bank to keep valued staff as well as adapt to changes in the economy and consequent changes in work force needs.

Citibank has found that people who have gone to part-time often return to full-time when their personal circumstances change.

SOURCE: Phone conversation with the assistant vice-president, corporate human relations (June 1988).

ORGANIZATIONAL EXPERIENCE WITH JOB SHARING

Rolscreen Company

Description: Rolscreen, a midwestern manufacturer of Pella windows and patio doors, employs approximately 1,700 people. In addition to its job-sharing program, Rolscreen uses a compressed workweek and has used work sharing as an alternative to layoffs.

Reason for Using Job Sharing: Job sharing was originally tried in 1977 in response to an employee's request. Management was interested in its potential for reducing absenteeism on the production line.

Implementation Process: The job-sharing program is only open to current full-time employees in three of the company's production-line and clerical job classifications. Eligible employees are responsible for finding their own partner; the company serves a clearinghouse function by providing a mechanism for potential job-sharers to list their names and self-refer to possible partners. The sharers work out their own schedules; partial days are not allowed, however, because of the disruption they would cause in a production-line setting. Sharers are responsible for covering their own absences. Anyone joining the program must remain in it for six months; anyone dropping from the program cannot rejoin for one year.

Impact to Date: According to the company, absenteeism immediately improved by 81 percent in test group A and 31 percent in test group B. (The latter included a six-month stretch of full-time work.)

The need to overstaff in order to compensate for absenteeism was eliminated, and overtime was reduced. Also, the supervisor no longer had to take responsibility for finding replacements for absent production-line workers.

Health and dental insurance costs were doubled because the company chose to provide full benefits to job-sharers.

The program is very popular with both employees and supervisors.

SOURCE: Materials developed by Rolscreen Company, Pella, Iowa, to describe the organization's job-sharing program, 1982; *Analyzing the Cost* (San Francisco: New Ways to Work, 1981), 8.

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APPENDIX C

The following individual reports, prepared by members of the working group on Flexible Work Arrangements can be consulted by contacting the Secretariat on the Advancement of Women at 952-2004:

- Compressed Work Week;
- Flexible Time;
- Job Sharing;
- Leave (with pay, without pay, self-funded);
- Work at Home; and
- Part-Time.

ISTC TASK FORCE ON THE ADVANCEMENT OF WOMEN ADVISORY GROUP VOLUNTEERS

January 3, 1991

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REPORT ON

STAFF DEVELOPMENT THROUGH

FORMAL EDUCATION

Prepared by the Working Group on
Staff Development Through Formal Education

September 26, 1990

MANDATE

The Working Group on Staff Development Through Formal Education had, as its principal task, the examination of ways and means by which the Department can provide support and assistance to further staff development through formal education, including a preliminary examination of the feasibility of a program which would allow combined formal education with on-the-job experience for selected employees.

The purpose of the Working Group was to address one of the critical needs emanating from the Phase One Working Group looking at barriers to the advancement of women in ISTC. This need is for a mechanism to enable competent women to balance their work and family responsibilities and still acquire additional education in order to advance their careers. Such education could encompass formal university or community college education, even where the particular position currently being filled may not require such qualifications.

The Working Group decided to take the following four-part approach to the task:

i) review ISTC's existing policy with respect to supporting formal education for staff development purposes; assess the major issues/needs with respect to staff development through formal education and/or whether these can be met through existing policies;

ii) identify any related attitudinal/staffing policy changes that must be considered to ensure successful participation of women in formal education programs; and

iii) determine whether there are existing "best practice" approaches in the government or private sector which could be used as models in ISTC to promote staff development through formal education.

iv) recommend the development of new programs to provide a more proactive and accommodating structure for formal education support.

The names of the members of the Working Group on Staff Development Through Formal Education are included in Appendix D.

INTRODUCTION

ISTC is a new department with a fundamentally new approach to assisting Canadian business. Unlike its predecessors DRIE and DREE, which were created to provide financial assistance through highly structured programs and MOSST, which was created to provide the government with advice on the development of science and technology in Canada, ISTC seeks to fulfil it's objectives by providing high quality information and services, by promoting innovation and excellence, and by acting as an advocate for industry with other government agencies.

Although ISTC has a new mandate, the vast majority of its employees were hired to serve its predecessor departments. These employees bring with them experience and educational backgrounds relevant to the needs of those predecessor departments and the previous work environment. While their experience remains essential to ISTC, additional skills and abilities are necessary to achieve the mandate and work within the changing technological environment of the department. Staff development at ISTC should therefore be viewed as an investment in the Department and not as a "frill" or "perk".

Acquiring formal education for the purpose of career development has been traditionally left to the initiative of individual employees and the approval of their managers. This practice is understandable in departments where consistency of product and continuity of organization have been maintained. However, at ISTC, where both the nature of the work and the work environment are dynamic, staff development should be pursued with planning and deliberation through the use of specific staff development programs. It is the recommendation of this Working Group that particular emphasis should be placed on the development of women in ISTC through the use of such programs. This will provide one means of reducing the concentration of women in the lower-paid CR, ST and AS categories (68% of all women in ISTC), as well as the compression of women in the lower levels of all job classifications.

The Working Group agreed with the preliminary report of the PS 2000 Task Force on Staff Training and Development that current policies overemphasize immediate job skill training needs and inadequate provision is made for staff development. Consequently this report focuses on staff development by recommending action on a number of policy and program issues. These issues were drawn from the papers prepared by the Working Group on Staff Development through Formal Education in the course of its deliberations. The papers are appended to this report.

In identifying attitudinal changes which need to be considered in order that formal education opportunities may be successful, two attitudinal issues were identified as being applicable to a broader scope than the mandate of this Working Group. These issues, and related recommendations for the Attitudinal Working Group, are included in Section 3 of this report.

KEY FINDINGS

The Working Group on Staff Development Through Formal Education articulated three fundamental premises upon which to base its recommendations:

- **The traditional approach in the Public Service and this Department has been to train rather than to develop staff. Staff development through formal education provides an important means of developing all employees in relation to the Department's new mandate, and the changing work environment, as well as a means of alleviating the compression and concentration of women in lower job categories.**

  Understanding how the Department works, knowing where information resides in government and knowing how to get access to this information, is knowledge attained only through experience.

  In view of the Department's mandate, its emphasis on provision of information and its industrial advocacy role within government, the experience of Departmental staff should be considered an irreplaceable asset, and a high priority should be placed on retaining and developing incumbent employees.

- **Deliberate and specific program initiatives related to staff development through formal education must be taken to help women in their efforts to advance their careers within the Department. Education presents a real opportunity to reduce compression and concentration of women, and should be carried out in recognition of the fact that many staff need ways to balance work and family responsibilities.**

  A number of private companies as well as provincial and territorial governments have implemented programs to support employees undertaking formal education on a part, or full-time basis. The elements of an enhanced ISTC program to support formal education for career development that are proposed are common to several programs reviewed. The fact that many of the programs reviewed involved specific objectives for the participation of women in programs is reflected in the recommendation for 50% participation by women in any developmental programs at ISTC. In other organizations, these programs have had significant impact in developing and promoting women.

- **Changes to policies and programs can only be effective when implemented in the context of a heightened awareness of the need to change attitudes.**

  Some of the barriers to the advancement of women are systemic, relating to policies, procedures and bureaucratic practices. However, the most pernicious barrier women face is that of attitudes towards them of men and women themselves and their perceived place in the workforce. These subtle, often hidden, barriers have produced unacceptable distortions in hiring and promotion and

frequently result in the exclusion of women from many developmental opportunities.

Formal education programs and career assignments that benefit all staff, irrespective of gender, are useful, but they alone cannot provide the "level playing field" necessary to equality and fairness. It is clear in many cases that a lack of formal education is a barrier to advancement; staff development is one means of redressing persisting imbalances of women in all categories.

SECTION 1

ISSUE 1 - A PHILOSOPHICAL BASIS FOR ISTC'S EDUCATION POLICIES AND PROCEDURES

Historically the Federal Government and this Department have focused on training rather than development. Many of the barriers facing women in ISTC today are a symptomatic of this approach. The Working Group on Staff Development Through Formal Education found in their analysis that development programs are not well known and that current policies do not reflect the commitment by the Department to staff development as one means of meeting the future needs of the organization.

The Working Group determined that certain policy issues would have to be addressed if new programs and approaches are to be created and effective. The following summarizes the recommendations regarding policy changes:

The Department's policies and guidelines on staff development through formal education reflect the needs of predecessor departments and previous work environments and consequently are not wholly appropriate to present and anticipated circumstances. In addition, as indicated in Nicole Morgan's "The Equality Game"[1], many of the barriers to women obtaining additional formal education are the product of discriminatory attitudes towards women and their "place" in the workforce.

GOALS

To have a philosophical framework relevant to the Department's new mandate and the changing work environment upon which corporate policies and guidelines on staff development will be constructed and supported. This philosophy would establish the Department's support for formal education as a tool for career advancement.

To substantially reduce opportunities for discrimination by writing policies and guidelines on staff development in language that recognizes the reality of attitudinal barriers and that declares the Department's determination to prevent its continued practice.

RECOMMENDATIONS

A team including representatives from senior management, Human Resources Branch and the Advisory Group should develop an enhanced corporate philosophy and a policy that recognizes the importance of staff development to ISTC. This policy would also

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[1] Nicole Morgan, The Equality Game: Women in the Federal Public Service (1908-1987)

encourage equitable participation in developmental opportunities by men and women at all levels and in all regions.

This philosophy should refer to the importance that the Department places on retraining people in order to better respond to the needs of Canadian industry in a changing environment. The Department should convey the message that development is not the last resort to fill a position. Associated guidelines for approving relatively short-term educational leave should be as simple and straight forward as possible.

This information should be made available to all staff and should allow for strategic planning by employees/managers of development activities key to the Department's mandate. Thus employees will have a means of ensuring their career development plans support the Department's mandate and are therefore more likely to result in career advancement.

WORKPLAN

a. Produce a corporate philosophy to assist in the implementation of ISTC's policies, programs and procedures related to staff development. IMMEDIATE

b. Explore how to eliminate barriers experienced by the Regional Offices in undertaking developmental courses, ie: Travel Costs. SHORT TERM

c. As a measure to reduce costs and increase educational and developmental opportunities, "in-house experts" should be developed. LONG TERM

ISSUE 2 - ENSURING FORMAL EDUCATION IS USED AS A MEANS OF STAFF DEVELOPMENT

2.1 MONITORING

Current programs for staff development do not set objectives for employee participation and make no provision for effectively evaluating the success of ISTC's education programs and policy. Monitoring is an effective means of ensuring accountability as well as providing important information to evaluate effectiveness.

GOAL

Ensure program credibility and accountability.

RECOMMENDATION

Monitor participation in formal education in the Department and the results (in terms of staff lateral/promotional moves).

WORKPLAN

a. In concert with the June 26th recommendation from DMC, ensure HRB undertakes specific monitoring of program participation and results. Monitoring should provide information on the number of employees in full-time and part-time studies, by gender and occupational group. This information should be used to ensure a balancing of resources for formal education for all staff and should be made available to all staff on a yearly basis. In conjunction with this, DMC briefings should occur yearly on this topic to ensure ongoing awareness of staff development within ISTC. LONG TERM

b. This working group supports the PS 2000 recommendation tabled under the "Employment Equity" report, Recommendation 16 under "Workforce Adaptiveness" which recommends the publishing of a report on an annual basis showing the number of jobs opening by category and level for each of the next five years be made available to all employees.

2.2 FLEXIBILITY

In the ISTC guidelines concerning training and development, there does not appear to be criteria for employees wishing to take part-time formal education during working hours, to qualify for educational leave. The current departmental guidelines apply to long term educational leave only, ie: to "requests for a period of 65 days or longer". Like the PS 2000 Task Force on Staff Development, this Working Group recommends that policies should be flexible and aimed at assisting individuals to develop to their fullest capabilities.

Concerning funding for the costs of formal education courses, the current provisions in Treasury Board Guidelines only allow for reimbursement of course fees after successful completion of a course, inhibiting participation of staff who are financially incapable of waiting 6 to 8 months for reimbursement. This point should be addressed with Treasury Board.

It was noted, particularly in the regions, that there appear to be various mechanisms for prioritizing and funding participation in formal education programs, ie: in some offices training review boards make decisions while in others these are made at the line management level in direct consultation with the employees.

GOAL

To ensure flexibility in determining both head office and regional staff participation in part-time formal education and the Department's financial support for this education.

RECOMMENDATION

Assist managers in using their discretionary powers regarding approval of short-term (less than 65 days per year) education leave for developmental purposes, including leave during working hours.

WORKPLAN

a. Develop guidelines to assist managers in using their current discretionary powers to enable employees to undertake short term education leave (less than 65 days) during or outside of working hours. This should be discussed at the EX-SM conference. SHORT TERM

b. Lobby that Treasury Board broaden its criteria for formal education during working hours in order to allow immediate reimbursement of tuition fees when the applicant has a proven record of academic achievement. SHORT TERM

2.3 AWARENESS/COMMUNICATIONS

Existing departmental priorities, programs and procedures regarding formal education have not been communicated to employees and management in a way that promotes their use or value.

GOAL

To communicate the Department's development policies and priorities on formal education to all employees.

RECOMMENDATIONS

Develop a communications strategy to communicate to all employees Departmental formal education development policies and priorities.

WORKPLAN

a. A Human Resource consultant to develop a guidebook which includes information on the Department's philosophy, priorities, policies and procedures related to staff development/formal education. Cost Estimate: $40,000 - Development and Printing ($20k)/Distribution ($20k) LONG TERM

b. HRB to establish workshops for all employees to communicate ISTC's staff development/formal education policies and priorities. These workshops should be delivered within 6 months of this recommendation being tabled to DMC and updated yearly. LONG TERM

c. Develop an internal communication program potentially linked to the Departmental Assignment Program which could act as a source of information for all staff and as a means of linking management's needs to staff development/formal education activity. This internal communication program could also serve as a link to establish a formal mentoring program within the Department. At a minimum, yearly updates should be completed on policies and priorities and made available to all staff. IMMEDIATE / ON-GOING

2.4 FORMAL EDUCATION PROGRAMS

Taking into consideration the fact that formal education needs may differ among staff in the Support, Officer and Management categories, ISTC should ensure that any program to support formal education reaffirms equitable access to all staff in all occupational groups.

GOAL

To develop a formal education program at ISTC that ensures 50% participation by women representing all staffing categories.

RECOMMENDATION

ISTC establish a formal education program which includes the following elements:

a. Study Leave (Short Term Educational Leave)

Compile and communicate to all staff the existing Departmental best practices regarding short term educational leave, including leave taken during the work day. SHORT TERM

b. Study Assignments (Long Term Educational Leave)

It is recommended that the Department develop a study assignment program potentially linked to the Departmental Assignment Program, that would allow study during two semesters per year in a university or college with an allowance. During the "work" term with the Department, the employee could work in an assignment directly related to their field of study. LONG TERM

c. Crediting of work experience within a formal education program

Several provinces/territories are currently reviewing the crediting of work experience with colleges. ISTC should build on this data when it becomes available with the view of potentially implementing and establishing guidelines in this area. LONG TERM

d. Self-Funded Leave

Encourage use of self-funded leave as an option for formal education. SHORT TERM

BEST PRACTICES

The Working Group gathered extensive information concerning how opportunities for formal education, both during and outside of working hours, are made available to employees at Canadian National, Air Canada, Hydro Quebec, Public Service Commission,

Department of Supply and Service, Canadian International Development Agency, Bell Northern Research, IBM and Department of Fisheries and Oceans.

The Working Group found that three agencies in particular provide significant opportunities for staff to pursue formal education courses on a part or full-time basis. In the opinion of the Working Group these merit further examination in the design of a formal education program for ISTC. Summaries of the programs of these agencies are listed below.

Canadian National

- scholarships to cover full salary, tuition and associated costs; candidates are chosen on a competitive basis from professional staff only; ten scholarships are reserved for women; payback to CN is equivalent to time of study

- study leave of one half day per week offered to professional staff undertaking formal education courses; employee is not replaced during absence and is responsible to compensate by doing job in less time or working overtime (The employee is not paid for this overtime)

- tuition assistance for support staff wishing to take formal education courses

Hydro Quebec

- scholarships for full time university studies at the undergraduate and graduate levels for women only; funding available for study in Canada or abroad; employees return to Hydro Quebec during summer vacation period; payback may be equivalent to time of study.

IBM

- program of formal education, including credits for work experience, was developed in conjunction with Ryerson in order to upgrade the qualifications of clerical staff for redeployment within the company.

During its examination of best practises for supporting employee development through formal education, the Working Group found several public and private agencies that are using flextime in combination with tuition support, as a means of supporting staff participation in formal education courses. The Working Group also accessed information on staff development programs which did not include a formal education component and did not directly relate to the groups mandate; information on career assignment programs at Hydro Quebec, CN, the PSC Accelerated Career Assignments program, the ITC Administrative Trainee Program, the DSS Junior Officer Development Program, CIDA's Program to accelerate advancement of women engineers and ISTC's CO1-D program, is available from the ISTC Secretariat on the Advancement of Women.

CONCLUSION

The Working Group on Staff Development Through Formal Education has attempted in this report to make recommendations that reflect the concerns of women, and would help the process of advancing women in the Department. The policy and program recommendations are intended to serve all staff members, male and female, but it is recognized that they were raised initially from issues that were brought to light in the Report of the Task Force on Barriers to Women in the Public Service and the ISTC Review on the Advancement of Women.

Attitudinal issues (highlighted in Appendix A) have been identified as a significant impediment to the advancement of women. Accordingly, the recommendations contained in this report reinforce the fact that changes to policies and programs can only be effective when implemented in the context of a heightened awareness of attitudinal barriers.

The recommendations of this working group are designed to ensure representative access by women to the formal education programs with the overall objective of achieving full participation from all staffing categories. In addition, the working group strongly endorses the establishment of a **timeline** for the achievement of full and equitable participation by women in all staffing levels at ISTC.

Female participation and advancement in the Federal Public Service has been a long standing issue. Women have and continue to experience, both discriminatory and supportive attitudes which affect their jobs and careers. An environment which accommodates the needs of a diverse workforce will go a long way toward effecting true and lasting progress in the advancement of women at ISTC.

APPENDIX - A

I. WHAT ARE THE ATTITUDINAL BARRIERS TO THE ADVANCEMENT OF WOMEN IN ISTC RELATIVE TO A FORMAL EDUCATION PROGRAM?

Some of the barriers to the advancement of women are systemic, relating to policies, procedures and the "bureaucracy within the bureaucracy." However, the most pernicious barrier women face is that of attitudes towards women (of men and women themselves) and their "place" in the workforce generally and the department specifically. Attitudes are hard to change and accordingly, progress in this area has been slow. The first essential to changing attitudes and cultures is understanding the attitudes and cultures that already exist, and their impacts.

The following definitions were used as guides by the Working Group on formal education in the development of policy, attitudinal and program recommendations to encourage the use of formal education as a means of fulfilling the departmental mandate.

a) stereotyping - influenced heavily by both men's attitudes towards women and women's attitudes about themselves. Is very basic to how women's roles in society are viewed and these views are transferred to women's expected roles in the workplace. Anticipating or assuming that women can't or don't want to advance has pervaded our thinking for decades and has largely excluded women from being identified for opportunities.

b) patronization - can have the effect of lower expectations of women, resulting in fewer educational opportunities and accordingly fewer promotions.

c) undervaluing - reflects the way certain experience is valued or considered relevant; results in automatic exclusion of women from many positions, i.e. the standard education/experience requirements for a job often does not include the experience/education of women. What can be considered relevant experience is highly subjective and can fluctuate to accommodate a variety of situations.

d) scepticism - results in less mentoring for women (with both men and women), exclusion from informal but powerful networks which play an important role in upward mobility and therefore promotional opportunities. The overall result is a double standard, with the exclusion of many qualified women due simply to the gender factor.

e) hostility - a male-dominated culture is perceived to create a difficult work environment for women who are trying to find a balance between passive and aggressive. Adversity to change by management protective of its territory contributes to the erection of barriers which keep women from accessing opportunities and entering management ranks.

f) women's own attitudes - impact in a major way to advancement in terms of their own expectations and perceptions (of themselves and of management) as well as their attempts to position themselves to be credible as well as accepted by their peers who are predominantly male.

g) system constraints - are a serious barrier to change. They include the excessive paper burden and lack of resources to implement innovative staff development measures, a highly subjective PREA process which can be limiting to high potential staff, too much individual discretion for managers and the lack of continuity of development initiatives which can live or die with a management change.

II. NEEDS FOR CHANGES IN ATTITUDES AND SYSTEMS

Attitudinal Changes

a) management "buy-in" - department must embrace a formal education/development philosophy regarding advancement for women with a strong commitment from senior management. It must be demonstrated that training and development is a departmental priority and staff need to believe that action is being taken.

b) employee understanding - better employee understanding of departmental human resource requirements (i.e. expertise, skills, etc.), what can realistically be achieved and what tools are available to meet the objectives

Systemic Changes

c) credibility of education/development policy - a formal program must be given credibility with adequate resources, measurable targets/timelines, and with adequate tracking and accountability attached to the process

d) flexibility - the program needs flexibility regarding the allocation of dollars, staffing, position descriptions, etc.

e) improved communications - higher awareness of staff generally, and managers in particular, regarding the problems and solutions. This includes improved knowledge transfer regarding what development vehicles are available and how to advantage these vehicles

APPENDIX B

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APPENDIX C

Analysis of current policies and procedures related to support for formal education

Part I

Results of the review of Treasury Board Policy - Conditions Governing Training, as it relates to reimbursement of tuition fees

1.1 Issues

Current TB guidelines concerning reimbursement of tuition fees state that "training provided during paid working time or leave with pay is usually most appropriate where the training is directly related to job requirements"..."there are demonstrated severe and immediate recruiting difficulties..."..."the training is essential for effective job performance".

These guidelines pose a barrier to employees wishing to take part-time education during paid working hours, in order to retrain and/or upgrade their qualifications for other positions within the Department

For example, SCY-3's with many years experience in the Department, wishing to take courses towards degrees that would qualify them for other positions, may not be deemed appropriate for support under the above guideline as a university degree is not a "job-related" requirement for a SCY-3 and "severe and immediate recruiting difficulties" might be difficult to demonstrate for other positions. Because of family responsibilities however, such employees might not be able to take night courses or afford to do so, but could benefit from having a half day off for a university or community college course once a week, if leave and reimbursement of tuition were to be available.

The apparent requirement to use training as a "last resort" when attempts to recruit qualified people have failed, poses a problem for support staff wishing to move into other categories. This requirement also poses a problem for managers who wish to assist the development of knowledgeable employees for other positions that they are aware will require qualified persons in the future.

1.2 Recommendation to resolve the issue within the existing guideline.

It is recommended that ISTC adopt the position that the experience of employees with fully satisfactory ratings and a willingness to retrain and/or take credit courses that would qualify them to serve ISTC's clients in a capacity other than their current jobs, be adequate justification to warrant support for part-time education during working hours and/or tuition reimbursement.

1.3 Recommendation for changes to the existing guidelines

It is recommended that ISTC ask Treasury Board to broaden the criteria for training during working hours by changing the words "job requirements" in the existing guidelines

to "Departmental requirements". Such wording in the criteria should then allow for training during working hours for people wishing to acquire the necessary qualifications to develop their careers within the Department.

Part II

Results of the review of the document entitled: "Educational Leave (Longer Term Training) Guidelines, Industry, Science and Technology"

2.1 Issues

The Department does not appear to have a philosophical basis or a stated policy/goal for making educational leave available to its employees.

As a result, the guidelines governing educational leave describe a formidable administrative process for applying for and/or approving such leave, but lack a statement of commitment from Senior Management, and the importance of such activity to the Department.

2.1.2 Recommendation

It is recommended that the Department develop a policy statement concerning its goals and objectives in making educational opportunities available to its employees. Such a statement would provide the philosophical basis for any guidelines and criteria that are subsequently developed. Such a statement should refer to the importance the Department places on retraining people in order that the Department may better respond to the needs of Canadian industry in a changing environment. The importance that the Department places on education for employees must also be reinforced by person year (PY) and financial support for employees and managers as suggested in the following sections of this report.

2.2.1 Issues

The current definition of educational leave applies only to "requests for a period of 65 days or longer".

There do not appear to be designated criteria for employees wishing to take part-time formal education during working hours, to qualify for educational leave when the total leave to be taken is less than 65 days. While in some cases, informal arrangements have been made between an employee and manager, the availability of such opportunities is not well known. Consequently, in order to support a program of part-time formal education, there appears to be a need for the department to adopt and communicate to employees, a broader definition of educational leave; a definition that includes a half day a week to one day a week as well as more longer term training as it is currently defined.

2.2.2 Recommendation

The Department should ask Treasury Board for a broad definition of what constitutes educational leave. A broadening of the definition requires that the criteria and guidelines for applying for, and approving relatively short term educational leave, should be as simple and straight forward as possible. This recommendation is further to the recommendation in Section 1.2 concerning qualifying for support for leave and tuition reimbursement.

2.3.1 Issue

ISTC's current guidelines concerning educational leave, require that managers/supervisors "establish that training/development is the most cost effective and efficient of all considered options to address any performance gaps identified in their area of responsibility".

Like the issue outlined in Section 1.1, this guideline appears to encourage managers to hire new people with required skills and education rather than to develop current employers to take on new responsibilities.

2.3.2 Recommendation

It is recommended that ISTC adopt the position that the experience of employees with fully satisfactory ratings and a willingness to retrain and/or take credit courses that would qualify them to serve ISTC's clients in a capacity other than their current jobs, be adequate justification to warrant support for part-time education during working hours and/or tuition reimbursement.

2.4.1 Issue

According to the current guidelines on training and development, it is the role of Departmental Management Committee (DMC) to determine "the corporate and departmental training/development priorities in view of operational and Government objectives".

Unfortunately, however, departmental training/development priorities are not being effectively communicated to employees who might be looking for guidance concerning the kinds of formal education they might consider taking in order to develop their opportunities for advancement in line with the Department's priorities.

In addition, once DMC has established departmental training and development priorities, there does not appear to be provision made for either PY or budgetary resources to support managers, who according to the guidelines, have a responsibility to "encourage employees to participate actively in the training process".

The need for PY's and financial resources to support managers to meet operational requirements while supporting employees to undertake part-time education is critical,

especially in the regional offices where few staff are available to cover for absent employees necessitating the hiring of agency personnel, and where training opportunities can sometimes include considerable travel expense.

2.4.2 Recommendations

It is recommended that provisions be made for information concerning the departmental mandate, goals and objectives, be made available to all indeterminate employees of ISTC to assist them in identifying their training and development needs as they relate to the departmental mandate, goals and objectives.

It is recommended that a pool of PY's be established and linked to the Department's planned Career Assignment Program, to enable managers to meet operational requirements while at the same time providing part-time career development assignments and formal education opportunities to selected employees.

It is recommended that financial support for tuition and other costs associated with part-time formal education be charged to Corporate Training and no longer be charged to individual manager's budgets.

2.5.1 Issue

The guidelines appear to lack provisions for the Department to recognize those employees undertaking part-time education in order that their activities might come to the attention of managers, both in the regions as well as headquarters, who might be seeking such qualified staff.

2.5.2 Suggestions to resolve the above issue

It is suggested that an inventory of employees undertaking further education and their fields of activity be set up to provide managers with information concerning potentially qualified staff who might be considered for staffing vacancies. Furthermore, it is suggested that the above inventory be linked to the Department's proposed Career Assignments Program in order that these employees might be considered for developmental assignments where new skills developed through formal education can be applied in the work environment.

ISTC TASK FORCE ON THE ADVANCEMENT OF WOMEN
ADVISORY GROUP VOLUNTEERS

January 3, 1991

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REPORT ON

SUPPORT MECHANISM FOR FAMILY RESPONSIBILITIES

Prepared by the Sub-Committees on
Support Mechanisms

September 26, 1990

REPORT OF THE SUB-COMMITTEES OF THE WORKING GROUP ON SUPPORT MECHANISMS

INTRODUCTION:

Concern for the family is certainly not unique to ISTC. Public and private sector organizations, The Conference Board and Vanier Institute of the Family to name a few, have published detailed papers on this issue. Although difficult to quantify, reports conclude that where some type of employer-supported services are available, higher morale, employee retention, recruitment success and less absenteeism and discrimination result, along with less family stress, conflict and breakdown. Employees are affected by what happens at work, and the work place is influenced by the special family needs and resources that wage earners bring to work with them.

A 1987 a report from the Annual Conference of First Ministers stated that:

> "The family as an institution and the workplace and society as a whole will benefit economically and socially from an improved integration of work and family responsibilities."

Despite such statements, organizations are only now beginning to recognize the importance of providing support systems which will allow employees to balance work and family responsibilities. While both men and women have family obligations, it is generally women who carry the greatest share of the responsibility. Women comprise nearly one-half of today's work force and the majority of those women are mothers, or will be at some time in their career. Without support programs to address this, women continue to grapple with fears about proper care and supervision and struggle to find affordable and accessible care for their children while juggling family and career responsibilities.

Labour force demographics are changing. The main source of workers for future labour pools will be women and minorities. If the public service is to continue to tap into the highly qualified pools of expertise which exist among women, it will be essential to provide some type of support for family responsibilities. One of the principal barriers identified in the recruitment, development and retention of women is that career advancement may carry too high a price in terms of sacrifices imposed on the family. In the future, benefits and support may become even more important than salary in competing for, retaining and motivating women.

Statistics Canada (Labour Force 87) indicated that 69.6% of women with children under 16, and 63% of women with children under 6 years of age were in the Canadian labour force in 1987 compared with 49% in 1981. Changing social values and higher divorce rates have resulted in more lone-parent families, usually with only one wage earner and appreciably lower income on average than husband-wife teams. The 1986 Census counted some 6.7 million families, 87.3% were husband-wife, 2.3% were male lone-parent and 10.4 % female lone-parent. It also identified 1.3 million children in need of

day care while according to Health and Welfare, there were only 232,787 spaces available in 1988.

Canada's population is aging. A Statistics Canada 1986 Demographic Report stated that the proportion of Canadians 65 and over has increased from 7.6% of total population in 1960 to 10.7% in 1986 and will continue to increase well into the next century. By the year 2036, almost 25% of population will be over 65 years of age, and it is widely known that women outnumber men in the older population. Increased life expectancy, cuts in care funding, and a continuing trend toward living alone make elder care a major issue. Mounting stress and emotional and financial drain on the care giver will become more apparent.

Women finished with the "Mommy Track" may find themselves on the "Daughter Track" caring for parents or older relatives. A recent article in Newsweek magazine in US stated that 14% of care givers to the elderly switched from full-time to part-time jobs and another 12% left the work force entirely. Difficulty in care is further compounded when the care giver lives in a separate community.

The magnitude of family care responsibilities will force it to become one of the major issues of the 90s. Support systems are required to alleviate family obligations and allow all employees the right of equal participation in the work force. As more men share family responsibility and become single parents - the "double-shift" strain becomes no longer solely a woman's issue, but a societal one. Employers looking to the future are realizing that concern and support for the employee's family are becoming equally as important as concern for the work place.

BACKGROUND

In spring 1990, the Task Force on Barriers to Women in the Public Service released its report entitled "Beneath the Veneer." This report identified compression and concentration of women in only a few occupations - mainly clerical work associated with low wages and lack of occupational mobility. Women, particularly in the support staff levels, are the ones most affected by Departmental attitudes and policies that bear on family responsibilities. Indeed, a specific area identified by the Task Force as a matter of growing concern for many employees, was balancing work and family.

Following the release of the Task Force report, ISTC undertook a review to determine the conditions which existed within this Department. Several issues similar to those identified in "Beneath the Veneer" were found. Not only attitudinal problems and a lack of recognition for family-related responsibilities were found, but an apparent lack of knowledge of benefits and programs already existing in civil service contracts was identified. A wide range of managerial discretion with uneven application across the department also became evident. A corporate review of these issues was undertaken over the summer (1990), including the areas of staff development and training, technology, flexible work arrangements and family support mechanisms.

This report deals solely with family support mechanisms. Two sub-committees were established, the first to identify barriers in ISTC which worked against family responsibilities and the second sub-committee to examine day care, emergency, elder and health care. Meeting once a week, the first committee was chaired by Ginger Stones and the second by Elva Winters.

Sub-Committee Two familiarized itself with a large amount of Treasury Board, provincial and municipal regulations. The criteria for setting up a work-related day care centre has been examined. A good beginning has been made; however, much work remains to be done in Headquarters to survey employee needs and create supports to address them. ISTC regional employees were involved to the greatest extent possible in the short time frame. However, it soon became obvious that in the few weeks allowed for the task, Headquarters would become the main focus for this very complex issue.

Regional involvement will begin as soon as feasible. Because of on-going Treasury Board negotiations for the number of employees required to establish a day care, only preliminary work can begin in the Regions. These negotiations are being monitored and the Regional phase is awaiting policy clarification. Preliminary work can begin into providing and gathering further information.

REPORT OF
SUB-COMMITTEE I OF THE WORKING GROUP
ON SUPPORT MECHANISMS

Sub-committee I took on the task of identifying barriers within ISTC which may affect employees who have to balance work and family responsibilities. The group examined the ISTC survey responses to the Task Force on the Advancement of Women, and it examined the issues, concerns and recommendations outlined in "Beneath the Veneer". In addition, the sub-committee also looked at work done by other departments and institutions regarding this issue.

The concerns and recommendations detailed in this report are broad ranging and cover many of the issues that were subsequently dealt with in the other sub-committees. Others have been dealt with by PS2000. Issues are listed under the following headings: Time Concerns, Child Care, Travel, Training and Education and Leave.

The report concludes that family responsibilities often limit employees in their careers. Mechanisms such as flexible work arrangements, etc. which would alleviate the pressures on employees need to be made more available if the situation is to improve. However, more importantly, attitudes have to change to accommodate our changing societal structure.

CONCERNS AS IDENTIFIED IN ISTC SURVEY RESPONSES AND "BENEATH THE VENEER"

1.1 TIME CONCERNS

FLEXIBLE WORK ARRANGEMENTS

A public service that offers options such as flexible working hours, family leave, job sharing, and care and nurturing leave appears, on the surface, to be an attractive place for working parents. Outlined below are some of the problems identified by the authors of "Beneath the Veneer" and concerns expressed in the ISTC survey. These collectively severely limit the options available to employees looking for increased flexibility in balancing work and family responsibilities.

* Managerial discretion appears to play an important role in the approval of requests for flexible work arrangements. There is the belief that some managers tend to stress fairness over flexibility with lack of sensitivity to individual employee needs and a fear of not wanting to be seen as setting precedents in favouring flexible work arrangements.

* Flexible work arrangements are already established in union contracts as an employee right, but this right is seldom exercised. Studies have identified that the majority of those who pursue flexible work arrangements are from administrative support or clerical positions. Few higher-ranking employees are likely to formally setup a work arrangement through human resource outlets as they feel it would not be looked upon favourably by superiors.

* Options such as part-time work and job sharing have obvious economic consequences including loss of right to contribute to the public service Superannuation Plan. Part-time work is defined as less than 30 hours per week.

OVERTIME

* There is often not sufficient advance notice of late meetings and travel requirements to allow time to make alternate arrangements for child care because their day care or baby sitter requires them to pick up their children by a specific time.

* The corporate culture often identifies overtime as an indicator of job commitment and career ambition. There are examples of employees who have been told that a rejection of over-time or long hours would result in reduced chance of promotion.

* Short deadlines with little notice cause problems for parents who are unable to perform overtime. The concern is that this may lead to a less than satisfactory performance appraisal and slower advancement.

* Women in senior positions in the public service must be encouraged to serve as role models. The perception, as detailed in the survey results and in "Beneath the Veneer" was that most women in senior positions have older children, or are single and can work excessive overtime. This leads to the same expectation for all women.

1.2. CONCERNS ABOUT CHILD CARE

The topic of day care has been specifically dealt with by Sub-Committee II of the Working Group on Support Mechanisms. It was deemed necessary, however, that concerns and suggestions on child care directly relating to attitudinal behaviour and expectations towards family responsibilities be included in Sub-Committee I's report to the Task Force.

* Parents with school-age children have difficulty in making suitable arrangements for their children on PD days, school shut down due to strike, snow storm or maintenance problems. It is often also difficult to find adequate care for the short-time period of summer holidays.

* It is difficult for employees who normally use public transit to get to and from appointments related to their child care responsibilities. In major cities, they must pay high daily rates for parking and as there are usually no in-out privileges, the employee often does not return to work after an appointment because he/she will have to pay for parking twice. Mothers who must return home at noon to nurse an infant face similar problems.

1.3 TRAVEL CONCERNS

In order to balance work and family responsibilities, employees need support from their families. Even with support from a spouse, difficulties are encountered while attempting to maintain high productivity levels at work and keep a healthy family. An equally difficult situation occurs when an employee who previously has had no specific family responsibilities suddenly has to readjust work schedules due to the arrival of a child. Some employees feel so much stress due to the overtime and travel requirements of their jobs that they may decide to change from what was a productive, responsible, and fulfilling position to one which would better accommodate family responsibilities.

It is not our intention to preclude a group of employees from work-related travelling due to family responsibilities. Nor is it our intention to reinforce the stereotype that women with children are not serious about their careers. Rather, we would like to emphasize the need for more support from the employer and better planning for travelling.

Some of the concerns that have been identified are as follows:

* Treasury Board allowances for child care when in travel status are far below market rates and are available only for single parents or when one of the parents is physically handicapped. As a result, parents suffer financially each time they travel, unless they are able to make arrangements within their own families. One example stated in "Beneath the Veneer" cited a woman whose husband has to travel a great deal, paying over $150 in babysitting for a three night trip. (Current child care allowances range between $10 for at-home care to $40 for bonded sitters (both are well below market rates). In addition, the rates allowed are the same whether there is one child involved or more than one.)

* Training is often given outside the office and the region. Lengthy training programs given in only one or two places in Canada, such as the 9 week Career Assignment Program course or the SM course, inflict an immense amount of stress on both the employee and their family. Young children often do not understand where the parent has gone or why. Further disruptions occur when the parent returns on the weekend only to leave again on Sunday evening. Courses such as these are thought of as "plums" and career limiting to refuse or postpone.

1.4 TRAINING/EDUCATION CONCERNS

* Family responsibilities may impose work loads which are too heavy to allow for educational time. Managers often are not sensitive to employee commitments outside the workplace. Single parents may be inhibited in their careers because taking university courses after work is difficult.

* Advancing tuition and book costs for lower paid employees would make training outside work hours more available.

1.5 DIFFICULTIES AND CONCERNS ABOUT LEAVE

* Although care and nurturing leave is attractive for those who wish to take up to five years of leave without pay while their children are young, the financial consequences render this option economically prohibitive for many. When parents return from care and nurturing leave they face a stringent pay-back period of superannuation contributions. They must pay 7.5 percent of salary (the current contribution) in addition to the employee and the employers' share for a period equal to the time they were on leave. This amounts to a deduction of 22.5% of an employee's gross salary. It may prove to be too costly for the majority of employees, thereby eliminating this leave as a viable option.

* Leave with pay for family-related responsibilities amounts to five days a year. This has been deemed as inadequate by a number of employees, in particular those with preschool-aged children, and some managers frown upon employee taking this type of leave.

* Alternate arrangements cannot always be made when a babysitter is sick, in which case a parent must stay home. There is no provision for leave in this situation so annual leave must be taken.

* Employees who care for elderly relations have special concerns. There are not, at this time, any guidelines concerning the care of elderly relations by employees. Annual leave must be taken if an employee takes time off to care for elderly relations, for example after hospitalization.

* There are many bureaucratic hassles associated with maternity and paternity leave, sometimes with delays in the reinstatement of pay and the process of applying for additional deductions takes a lot of time and effort.

SUMMARY OF RECOMMENDATIONS FOR ISTC ACTION PLAN

PREFACE

As a preface to the summary of recommendations, it is important to note that as long ago as November, 1987, the Annual Conference of First Ministers recognized the need for the creation of an environment which supports and encourages the successful integration of work and family responsibilities. First Ministers endorsed the development of strategies to harmonize work and family responsibilities based on the following principles:

* governments can demonstrate leadership in this area of work and family responsibility integration in assisting workers to fulfil their employment and home duties harmoniously;

* women have the right to participate fully in the workforce and their increased and permanent participation in the paid workforce will yield positive benefits to our society;

* single-parent headed households should be recognized as families with a particular need for initiatives which would offer them the same opportunities as two-parent families. Workers with family responsibilities should have the same access to career opportunities as workers without family responsibilities

* flexibility in the workplace should be consistent with job security and equitable treatment for workers.

2.1 RECOMMENDATIONS REGARDING TIME

FLEXIBLE WORK ARRANGEMENTS

* Management should indicate that flexible, progressive and innovative approaches to family responsibility employer support will be accepted, encouraged and rewarded.

* The following flexible work arrangements should be encouraged in order that employees with family responsibilities are better able to balance their time and be more productive in their work:

  - Flextime: Allows for better organization of time and permits time to accommodate family responsibilities.
  - Compressed work week ,summer hours, part-time work
  - Job Sharing: Permits the taking of days or time away from the office to further education and/or help with family responsibilities.
  - Home Based Work: Management needs to take more calculated risks such as allowing work contributions from the home base occasionally.

* ISTC should establish core hours as Departmental peak hours in order to enable employees to meet family needs during peak times, i.e. between 5 and 8 p.m.

* Employees should be made aware of options available to them and they should be encouraged to exercise these rights. Orientation kits for new employees and managers on flexible work policies should be made available. The department should therefore reaffirm and promote its policy for part-time work arrangements, and make an effort to ensure its accessibility. The Human Resources Branch should be encouraged to establish and maintain a current inventory of positions suitable for flexible work schedules and of employees with unfulfilled requests for flexible arrangements.

* The flexibility to work three to four days per week on a permanent status should be allowed for all employees. ISTC should make strong representation to Treasury Board to the effect that the Superannuation Act be amended to provide pro-rata pension benefits to all part-time employees.

* Working parents should be allowed flexibility in their schedules to accommodate co-operative day care and co-operative nursery demands where parents are expected to provide a minimum of four hours of their time per month.

* Develop "best practices" awareness for managers. As "Beneath the Veneer" recommends, care should be taken to recognize and reward managers, both men and women, who demonstrate positive attitudes and exemplify management styles that contribute to the achievement of an equitable workplace.

OVERTIME

* Except in exceptional situations, managers should not expect or ask their staff to work beyond normal hours. Instead, they should convey to staff that they place a relatively higher value on those employees who are able to get their work done within normal working hours. Performance should be judged on this basis and not the willingness to work overtime. If normal working hours are consistently exceeded, it is suggested that additional staff be hired or a "team" or "buddy" approach be initiated to split the work between two people.

* As civil service contracts dictate, overtime should be tracked and paid or employees given compensatory time off as an acceptable practice.

* There is not sufficient advance notice for overtime. Managers do not consider the fact that working overtime on short notice is very difficult for parents who must make alternate arrangements for their children. For example, one Ottawa after-school program imposes one dollar for every minute that a child is left at the facility after 5:30 p.m. If the parent is delinquent three times, the child is expelled from the program.

* Legitimate child care costs incurred while working overtime should be reimbursed.

2.2 RECOMMENDATIONS ON CHILD CARE

* ISTC should establish a reference list of emergency care or brokerage service (e.g. bonded sitters) who could fill the need for short-term child care arrangements due to employees travel, overtime or sickness. Managers should also talk to employees about their family-related responsibilities in order to get a better insight as to employee needs and to enable managers to make more informed decisions concerning overtime.

* ISTC should examine the prospect of emergency parking for employees who have to attend to family concerns (including nursing an infant) during the work day and need in/out privileges in the parking lot without having to pay every time they exit and re-enter the lot. A similar system exists at External Affairs (Lester B. Pearson Building) and parking spots can be reserved in advance. However, the Pearson location has considerably more parking spots than ISTC.

2.3. RECOMMENDATIONS ON TRAVEL

* ISTC should make a strong representation to Treasury Board to review and amend the Travel Directive provision to allow for the reimbursement of legitimate child care expenses. This allowance should include situations in two-parent families when, for example, the other capable adult is unable to care for the child (travel, shift work etc.) In addition, the allowance should increase with the number of children involved to more realistically reflect the marketplace.

* Sufficient advance notice of travel should be given and the use of conference calls should be encouraged. In some instances, conference calls could replace travel.

* Employees should have time off to "make up" family time after travel or projects requiring extended hours of work. This recommendation simply suggests that existing contracts be honoured.

* Some lengthy out-of-town programs could perhaps be restructured to lessen their impact on an employee's personal life or postponed to a more convenient time for the employee without being career restricting.

* Some short-term training could be offered on a local basis either in the regional offices or at another place near the office. Community college and university equivalents should be considered.

2.4. TRAINING/EDUCATION RECOMMENDATIONS

A major portion of the recommendations of this sub-committee have been incorporated into the report of the committee on staff development. It is recommended that as far as possible, managers should enable employees to take courses within regular working hours so that they can handle their family-related responsibilities.

2.5. RECOMMENDATIONS REGARDING LEAVE

* Employees should be reminded of the provisions for leave with and without pay in their collective agreements to meet family-related responsibilities, and supervisors/managers should be encouraged to implement the letter and the spirit of these provisions.

* Parents returning from care and nurturing leave should be able to choose whether they want to include that leave as pensionable service. A longer and more flexible pay-back time for superannuation should be provided to pose less of a financial strain.

* Extra resources could be provided to managers to compensate for their employees who are on maternity/paternity leave and care and nurturing leave.

* ISTC should make a serious effort to ease the transition when employees go on or return from maternity/paternity leave or any other kind of extended leave, and the provision of information and counselling. It could also include catch-up courses and training to minimize the consequences of time lost and make the taking of leave much less career limiting.

* The family-related leave provisions should be revised. At the present time employees are allowed five days per year for family-related leave of which only two may be taken consecutively for the care of sick dependents. A recommendation should be made to Treasury Board to make family care leave more generous for people who need it. It may be suggested that family-related leave be incorporated into sick leave or that employees be allowed to accumulate, some if not all, of their entitlement. After all, most employees only need this leave at specific stages of their lives, for example, when they have dependents, such as young children, whose care cannot always be delegated.

* ISTC should establish a self-funded leave program along the lines set out by Treasury Board to address the problem of income loss when employees take leave without pay. Treasury Board announced such a program for employees of the public service in 1988. CEIC has a self-funded leave policy and administrative arrangements are being handled by the CS-COOP; twelve other federal departments are in the process of establishing such a program.

CONCLUSION

Under the current system, family responsibilities limit the career possibilities of many employees. Family responsibilities often prevent employees from accepting promotions which require either travel, training or long hours. Turning down such offers, due to family obligations, is frequently perceived as a lack of ambition and commitment to one's career. Responses from the ISTC questionnaire on the advancement of women provide two striking examples of the difficulties faced by those who have family responsibilities. There is the example of an employee who was told that without working long hours, there was little chance of promotion. Similarly, there is the case of the employee who wanted more leave than was available to spend time with family, but believed that it would be career limiting to ask for a more flexible work arrangement. There are two examples of the perceived need to choose between either career advancement or family responsibilities.

Maternity/paternity leave also causes many employees to jeopardize career advancement and believe that holding a position for less than a year limits their chance to receive a superior performance rating upon appraisal. Poor or simply satisfactory performance ratings are believed to limit the advancement of employees in the workplace.

ISTC employees (both men and women), need a better support structure to allow them to balance both family and work responsibilities. This structure can only be developed through a combination of support mechanisms and a commitment by managers to overcome the present unsatisfactory situation. Tools, such as more flexible work arrangements, child care support, emergency care provisions, improved leave conditions, and support for travel and training must be instituted before the situation can improve. Most importantly, managerial attitudes must change to accommodate our changing familial structures and the responsibilities employees have within this realm.

MEMBERS OF SUB-COMMITTEE I

Ginger Stones (Chairperson) - Science Strategy Directorate

Marcia Browne - Moncton R.O.

Lise Stone - Legal Services

Kiran Mann - Information Technologies Industry Branch

Diane Law - Textiles, Clothing and Footwear Directorate

Jacqueline Payne - NABST Program - Science Sector

Mireille Bédard - Montreal R.O.

Senior Management Representatives

Allan Cobb - Director General
University Affairs

Bruce Deacon - Director General
Entrepreneurship and Small Business Office

REPORT OF
SUB-COMMITTEE II OF THE WORKING GROUP
ON SUPPORT MECHANISMS

MANDATE

* To examine the feasibility of providing day care services and emergency brokerage care for children and adults.

DEFINITION OF TERMS:

* **CHILD CARE**
  Covers all aspects relating to child's physical and mental well-being.

* **DAY CARE**
  Licensed programs care for more than 5 children at any given time and include day care centres, family day care and nursery school. Unlicensed care is provided in private babysitter's home for up to five children, is not supervised by any agency and arrangements for care are privately negotiated. Day care also includes work-related, cooperative, private for profit and not-for-profit programs. However, all these programs must meet the legislative requirements as outlined in the Day Nurseries Acts. Day care may encompass children from 6 weeks to 10 years of age.

* **SUBSIDY**
  Financial assistance for child care in a licensed program.

* **AGE GROUPING**

a) infant	6 weeks - 18 and in some places 30 months
b) toddler	18 months to 2 1/2 years
c) pre-school	2 1/2 years - 5 years
d) kindergarten	half-day for 4 and 5 year olds
e) school age	6 - 10 years

* **WORK-RELATED DAY CARE**
  A day care centre sponsored by an organization either on or off-site. Treasury Board and unions have proposed guidelines for federal departments but these are undergoing further negotiations and final policy is unknown.

* **ELDER CARE**
  Includes care of parents, older relatives or elders for whom care giver maintains some level of responsibility. Care could be in employee's home or in another setting such as nursing home or hospital. Indirect care includes such things as frequent visits, phone calls and managing of the elder's affairs. ISTC context precludes direct care, but information, counselling and referral to elder agencies and institutions is possible. No present policy exists within the government or

Department for guidance. Six month contract is in place between Human Resources Branch and Corporate Health Consultants to provide an Employee Assistance type program.

* HEALTH CARE
May be defined as anything that reflects on the mental or physical health of an employee. Concern with integrating work, health and wellness to assure that both Department and employee actualize their goals and have the support to get their work done.

* NEEDS ANALYSIS
A means of assessing Departmental and employee needs in order to bring forward a strategy that is relevant and responsive to family-related responsibilities. Data gathered will be used to determine services that are not being fulfilled through present programs and will help to develop strategies to address unmet needs.

* EMERGENCY CARE
Care that is outside the requirements of everyday life such as occurs during child, elder or care giver sickness and requires special and extraordinary response.

* INFORMATION/REFERRAL CENTRE
A centre or a service to provide employees with information related to all aspects of family support. It could include information on child care centres, spaces available for child and elder care, outside resources, referral for family problems, booklets, workshops, seminars. This service can be contracted out and could operate on both a proactive and reactive basis.

TREASURY BOARD POLICY ON WORK-RELATED DAY CARE

* In recognition of the increasing number of dual-career families and single parents, Treasury Board in 1981 approved, in principle, a program to facilitate operation of day care centres in federally-owned or leased buildings on a pilot project basis and a draft policy update in 1989. Due to on-going negotiations with unions, a definitive, final policy does not yet exist. Highlights of the draft proposal include:

- that an employee non-profit day care organization must be incorporated to operate the financial, administrative and legal aspects of a day care centre;
- that a day care centre must be considered in every new or to be renovated public buildings;
- a day care service for a minimum of 1,000 employees within each area and not more than one day care centre for every 4,000 employees;
- an employee demand survey must document the need for such a service;
- accommodation of at least 30 children with minimum 75% employee children;
- maximum start-up costs of $400,000 to be paid by sponsoring Department;
- provincial and municipal regulations must be followed in setting of day care centre;

- public works must be willing to make necessary renovations to an existing building;
- full federal rent subsidies will apply to all new workplace day care centres for the first three years regardless of the proportion of employee children attending. Thereafter, rent payments will be determined on a proportional basis, dropping to nil below 25 percent employee children in attendance.

CURRENT ISTC SITUATION

* The Departmental Personnel Management Manuals, Treasury Board Policy, contact with Human Resources Branch and a perusal of PS2000 were used to determine the current situation in ISTC. There is no specific Departmental policy relating to family responsibilities. No results or copies have been found of a purported 1984 survey done by this Department.

* Human Resources Branch has contracted with Corporate Health Consultants of Toronto to offer a phone-in referral service employing psychiatrists, psychologists and social workers on a six-month contract basis. This reactive service will run from September 17, 1990, to April 3, 1991, but it likely will not be an adequate information tool for child care. Starting at $80 an hour, the service becomes more expensive after the trial period.

* The nursing service, located on the third floor is operated by Health and Welfare. and offers workplace surveillance, health promotion, health assessments, confidential assessment, counselling and referral services, treatment and advisory and consultant services. It does not offer any daycare information or referral.

* Emergency support in the Department could help alleviate stress in the event of sickness and travel. It would not, however, address the problem of care for short-time notice of overtime work as parents would still have to retrieve their children from regular day care and take them to emergency care.

PUBLIC SECTOR ORGANIZATIONS

* There are presently 6 federal government work-related pilot day care centres located in -

- North York	- Environment
- Ottawa	- Statistics Canada
- Hull	- Employment and Immigration
- Montreal	- All Montreal federal employees
- Ville St. Laurent	- National Film Board
- Edmonton	- a consortium of 15 federal departments in Canada Place

* The federal day care on Parliament Hill is not a pilot project, but a separate centre under the jurisdiction of the House of Commons.

* Despite the difficulty of implementing Treasury Board policies and the long time (often years) required to establish these centres, they are successful, operating at full capacity and have waiting lists of up to two years.

* The Departments of External Affairs, Energy Mines and Resources and a consortium of Transport and Justice have completed demand surveys and are in the process of analysis while awaiting clear Treasury Board policy before proceeding further.

* The Departments of National Defence, Agriculture, Bank of Canada, Fisheries and Oceans and Indian and Northern Affairs are doing some preliminary investigation into possibilities for on-site centres.

* A survey and analysis at Consumer and Corporate Affairs revealed too low a demand for continuation of the on-site day care centre project.

* CEIC has written to Treasury Board in favour of a more realistic and equitable child care fee while on travel status.

* The Departments of Finance and National Defence have conducted an extensive review of family-related responsibilities and published reports. Further activity by the Finance Department has been put on hold pending finalization of the Treasury Board guidelines on day care.

THE PRIVATE SECTOR

* ManuLife has established a day care centre in concert with the regional college in Waterloo. Their Toronto office offers employees an information/referral service through a contracted consultant as does Canada Life Assurance, Imperial Oil, Toronto Star, Bell Canada and the City of Toronto.

* In Ottawa, temporary care will be provided in the child's home or supervised care in private homes on week days only. The program is under the auspices of three non-profit day care agencies and the Ontario Ministry of Community and Social Services. Some services for overnight and week ends exist. All these services are expensive.

* From 1980 to 1987 the YWCA in Vancouver had a Granny Y program offering short-term emergency care. Despite survey evidence of demand, the service was withdrawn due to lack of use.

* Advocacy services such as Canadian Daycare Advocacy Association and Status of Women lobby the government for more support on family-related issues.

* Children with special needs, whether physical or developmental, are integrated into special regular day care environments in the hope that they may eventually be placed in mainstream care.

* Summer day programs are offered by the Y, churches and community organizations.

CONCERNS SPECIFIC TO CHILD CARE

* Good quality day care is expensive. Infant care is extremely labour intensive, is in least supply and is the most expensive type of day care. In Ottawa, an infant space can cost as much as $1,000. Departmental demographics suggest that support staff are the employees in greatest need of affordable, good quality day care.

* An informal count of centres in the greater Ottawa area uncovered 107 provincially registered day care centres, providing 4,678 child care spaces of which 2,696 are subsidized.

* Often the problem is not so much one of lack of spaces, but lack of subsidized spaces that parents can afford to use. Parents eligible for a subsidy may not be able to find subsidized spaces.

* Centres with a reputation for high quality care have a waiting list of years, not months. Parents will drive their children considerable distances to attend these centres rather than settle for what they perceive to be a lesser service closer to home.

* Concern is also being expressed over the quality of both licensed and unlicensed centres and the fact that they are rarely closed for infractions because there is such a shortage of day care spaces available.

* Day care centres have established operating hours and penalties are very heavy for parents who do not pick their children up on time. Fines may be set as high as $1 for every minute the parent is late. After the parent has been late three times, the child is expelled from the day care centre.

* Children are starting school at an earlier age and recent Ontario revisions to school hours will call for a changed pattern in care demands and more emphasis on after-school care.

PROVINCIAL, TERRITORIAL AND MUNICIPAL REGULATIONS

* The Support Group Committee has obtained copies of provincial and territorial regulations for day care centres and these are available to any interested persons. Provinces are responsible for such legislated requirements as licensing, physical facilities, equipment and furnishings, staff, ratio of children and staff, health, food services, general and fire safety, programming, records and accounting.

* Municipalities are responsible for designating subsidized spaces in each day care, for health, safety, fire and zoning regulations.

SUBSIDIES AND GRANTS

* Daycare funding is split 50% federal, 30% provincial and 20% municipal.

* Subsidies and grants are the responsibility of provincial governments. Ontario municipalities designate the number and location of subsidized spaces among the various day care centres within their jurisdiction. Subsidies are paid directly to day care centres in Quebec which decreases the fees for all parents, even though there is a separate, slightly higher fee schedule for Ontario residents.

* Ontario Social Services assigns proportional subsidies to parents based on income.

  However, after parents have been determined eligible for a full or partial subsidy, they must place their name at each day care centre to take advantage of any subsidized spaces that may open up. There is no central registry list.

* In opening a day care centre, the federal government cannot guarantee any additional subsidized spaces. It is subject to the same provincial and municipal regulations as any other day care.

235 QUEEN STREET

* Our Queen Street location would not meet site requirements if a demand survey indicated a need for work-related child care for ISTC. Day care centres cannot be located above the second floor level and in the C.D. Howe building the first and second floors are commercially leased. The required green or play space and parking and loading and unloading requirements cannot be met.

CHRISTCHURCH CATHEDRAL LOCATION

* Christchurch Cathedral property was proposed as a day care centre location by Nicole Barrette for a previous child care committee. It was assessed by Susan

Meyer of the Ontario Ministry of Community and Social Services and Elva Winters of the Secretariat Advancement of Women on August 28, 1990.

* Christchurch had originally offered its basement to ISTC as a day care centre, but withdrew that offer before assessment. In its place, Christchurch offered an older house on their property.

* Susan Meyer offered the opinion that this home could probably be used as a day care centre. However, it would require extensive renovation which could exceed the $400,000 start-up costs allowed by Treasury Board. The Church had previously attemted to demolish the property, but the Heritage Society would not allow it. Therefore, Christchurch would not seem to be an acceptable property for our purposes. The search will continue for a more suitable space in the immediate area.

DEPARTMENTAL OPTIONS

1. Provision of information and referral services
2. Personnel and benefit policies or up-front financial assistance
3. Provision of greater flexibility in the workplace
4. Creation of a work-related day care centre

1. PROVISION OF INFORMATION AND REFERRAL SERVICES

General information can be presented in the form of handouts, workshops and counselling at the work site on a variety of family needs. For instance, choosing appropriate child care is becoming a major task and a vital responsibility for parents. They need the information to understand the system to choose with confidence.

Advantages

- Can be offered internally or contracted out
- Relatively inexpensive, simple to operate, suitable for multi-site operations and can serve a broad range of employee needs
- Service is adaptable to changing societal and employee needs
- Can identify needs not being met, identify new trends and needs and serve as an advocate and keep management informed
- A service which can benefit all employees and is non-intrusive
- Can conduct exit interviews
- Can plug into a network of community organizations that can help employees find programs tailored to specific child or elder care and identify respite beds, etc.

Disadvantages

- Initial time and effort required to gather and organize information which must be kept up to date to be useful
- Information centre does not add any more child care spaces

2. BENEFIT SYSTEM

Special employee benefits for family responsibilities are not seen as an equitable or viable option for ISTC as they go beyond the scope of our present mandate and would require legislation to put in place.

3. FLEXIBILITY IN WORK LIFE

Flexibility in attitudes, time and place of work is required. This issue is being addressed in detail by the Working Group on Flexible Work Arrangements.

4. CREATION OF A WORK-RELATED DAY CARE CENTRE

One or more Departments acting as a consortium could establish a work-related daycare centre either on or off-site. A demand analysis will indicate the need for such a centre.

Advantages

- has the potential to reduce employee absenteeism and turnover;
- provides more time for parents to spend with children while travelling to work and care sites and lunch with child;
- presents the opportunity to monitor children during day, to be close in case of emergency or illness;
- gives sense of security for child in knowing parent close by;
- allows a voice in hiring staff and establishing programs;
- provides high visibility in community and good public relations.

Disadvantages

- commercial and downtown location is expensive;
- prohibitive up-front operating costs, coupled with a fair amount of red tape;
- expensive to renovate or build day care centre that meets provincial licensing requirements. Start-up grants vary by province;
- requires a great deal of time and energy to establish and; demographics and demand could change before centre comes into existence. Demand can also change over the life span of the centre;
- parents may wish to enrol children in neighbourhood day care where they will attend school and make friends;
- employers demand highest quality care, but their contributions cover only a small percentage of costs;
- benefits often not easily measurable or conducive to a simple cost-benefit analysis.

RECOMMENDATIONS

1. **PROCEED WITH A NEEDS ANALYSIS/DEMAND SURVEY**

Proceed with the development, administration and analysis of a "needs analysis" survey on the feasibility of establishing a Departmental daycare facility and related family-support services in Headquarters and work towards developing similar services in the Regions.

WORK PLAN

a) Creation - Contract Child Care Information to develop the survey for $240 quoted
Administration - to ISTC employees
Analysis - Contract Child Care Information to analyze survey for quoted $2,400. SHORT TERM

b) If needs analysis indicates demand, search for a more suitable location and work towards the establishment of a work-related day care centre, keeping in mind that the matter of day care facilities is currently under consideration by Treasury Board. This will include a $400,000 start-up cost. Approximately $100,000 rent subsidy over the first three years, thereafter a proportional rent subsidy based on the number of employee children enroled. LONG TERM

c) If needs analysis does not indicate a demand for a work-related day care centre consider
- a consortium with other federal government departments
- re-surveying in a year's time. LONG TERM

d) Similar work in the Regions. LONG TERM

2. **ESTABLISH AN INFORMATION/REFERRAL SERVICE**

Establish a basic information/referral service for child care within the Department to serve employees living in the Ottawa and Hull regions. This service will include 20 hours of on-site information sessions. It will maintain an up-to-date list of all vacant child care spaces and will refer, rather than recommend, centres to parents.

Assess needs analysis and Child Care Information and Corporate Health Services contracts after six months to determine scope for a more proactive on-site information/referral centre.

WORK PLAN

a) Contract with Child Care Information to provide a phone-in child care information/referral service. IMMEDIATE

b) Continue to negotiate with Facilities Management Directorate for suitable space for present service and for a larger, central, highly visible space on the first floor of the east tower following 1991 renovations. IMMEDIATE

c) Contract Child Care Information to produce 350 generic information kits on child care for Headquarters and Regional employees. IMMEDIATE

d) Participate in evaluation of existing six-month contract (Sept. 17, 1990 to April 30, 1991) with Corporate Health Consultants to determine if elder care and support needs are being met or if a more proactive service is required to
- link into community resources
- provide seminars, workshops, handouts, referrals
- identify trends and needs not being met
- serve all ISTC employees
- possibly be extended to other government departments in the area

SHORT TERM

e) Following evaluation of basic contracted information/referral service and Human Resources Branch services, consider the need for an on-site centre and a contract person to administer services related to child and elder emergency services and assume responsibility for disseminating information and setting up workshops on these and other issues. SHORT TERM

f) Undertake similar work in the Regions. SHORT TERM

3. ESTABLISH AN EMERGENCY BROKERAGE SERVICE

Establish a basic emergency brokerage service to refer, but not recommend emergency care to employees in the Ottawa-Hull area.

WORK PLAN

a) Contract with Child Care Information to keep list up to date and provide phone numbers for contact. No additional cost. IMMEDIATE

b) Undertake similar work in the Regions. SHORT TERM

4. ESTABLISH AN EMERGENCY PARKING SYSTEM

To work towards increasing the number of emergency parking spaces within ISTC.

To communicate to employees the provisions for emergency parking which respond to family needs and outline the relative responsibilities of line managers and Facilities Management directorate to ensure that the parking system meets needs.

Further work will be required with respect to rules, regulations and availability of emergency parking for ISTC employees.

WORK PLAN

a) Work with Facilities Management Directorate to increase the number of parking spaces and clarify the criteria for using emergency parking. IMMEDIATE

b) Communicate provisions for emergency parking to all employees. IMMEDIATE

c) After 6 months an evaluation based on use, comments and needs analysis.

ISTC TASK FORCE ON THE ADVANCEMENT OF WOMEN
ADVISORY GROUP VOLUNTEERS

January 3, 1991

			Phone # Room #	Fax #
SUPPORT MECHANISMS				
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Secretariat Member : Elva Winters - SASK			954-5260	954-4301
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ISTC TASK FORCE ON THE ADVANCEMENT OF WOMEN
ADVISORY GROUP VOLUNTEERS

January 3, 1991

		Phone # Room #	Fax #

SUPPORT MECHANISMS

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REPORT ON

TECHNOLOGY

Prepared by the Working Committee on
Technology

September 26, 1990

WORKING GROUP ON TECHNOLOGY REPORT

INTRODUCTION

The Working Group on Technology's mandate was to examine the role of technology on the work of women and to ascertain if there are opportunities for their advancement. Particular attention was centered on support staff.

Statistically, it is apparent that the overwhelming numbers of women in the Department are in the support groups. It was therefore decided to investigate the potential of using technology to advance that same group. The focus of the suggestions being made is concerned with the deployment of human resources in the Department in the context of other planned strategies and groups with direct interests.

There are genuine opportunities for both women and the Department to benefit from the introduction of technology. The Working Group has established that many female workers are functioning below their capacity. Secondly, the rather large investments in technology appear to have resulted in debatable increases in productivity. The Group believes that through better management of both technology and the Department's staff, ISTC can benefit by significantly improving productivity and having women perform more value-added jobs at higher levels. Investigation into the use of technology and its impact on women in both the public and private sectors formed the basis of these conclusions.

SUMMARY OF RECOMMENDATIONS

1. IDENTIFY OPPORTUNITIES

In the context of progressive technological change, ISTC's policy should be to look for and implement new opportunities for the advancement of women.

2. ENDORSE COMPLEMENTARY INITIATIVES

Endorse expeditious implementation of a comprehensive, user-friendly information technology system for ISTC as recommended in the Information Management Strategy.

3. ESTABLISH PILOT PROJECTS

Develop by January 31, 1991, within Headquarters and the Regions, pilot projects which would define new roles for employees within the context of a broader Information Management Strategy which optimizes the opportunities for the advancement of women.

4. ASSUME A LEADERSHIP ROLE

Examine and advocate opportunities for technology management within the context of PS 2000.

BEST PRACTICES FROM THE PRIVATE SECTOR

The need to increase productivity has motivated both public and private firms to look for ways to benefit from technological change. The first step has been to analyze the work that secretarial, security, clerical and administrative staff do with a view to streamlining, simplifying or eliminating tasks through automation to free people to take on different responsibilities.

Key success factors have included the firm's commitment to:

- full employment and no job loss;
- promoting people from within the organization rather than going outside to find new skills; and
- providing affected employees with intensive training and education to enable them to perform new duties.

One organization began the process by instituting a change in philosophy regarding the role of support staff away from one of support for individuals (i.e. personal secretaries) to one of support for business functions (i.e. telephone, text, graphics). Changes were incremental and required advanced planning, counselling, training and career development. Technology was introduced to enable officers to carry out as many functions as possible themselves including voice and electronic mail, word processing, electronic calendaring and graphics. A special Business Support Centre was created within each major branch where individuals with special expertise to support these functions are available to provide technical advice and assistance.

For support staff the result has been greater job satisfaction and improved opportunities to move into entirely new, more interesting jobs. Those in the Business Centres have become advisors with recognized expertise in specific areas.

Participation and effective communication have been critical. Support staff must be directly involved in planning and decision-making. Firms report that most staff adapt over time. Those who have been longest in the firm have the greatest difficulty.

ISTC is different in culture, technological sophistication and function from the firms which were examined. While the centralized service model may not be appropriate for ISTC at this time, obtaining maximum benefits from technological change will require changes in the organization, skills and deployment of people.

Once again it should be emphasized that human factors are key determinants to the success of these pilots and for maximizing the benefits of introducing new technology

into an organization. Factors include mobility, flexibility, mimimal employment disruption, and promotion from within where staff would be trained to perform the new tasks. Additionally, individuals must be matched to the new jobs; staff would not be randomly assigned new jobs. Finally, the personal support concept where individuals are working exclusively for other individuals, must give way to a broader view where support staff have and perform corporate functions and become specialists and experts in their own right.

ISTC ENVIRONMENT

The ISTC environment is one where the advancement of women is an issue. It is acute for female support staff. Of a total support staff of 956, there are 832 women. The breakdowns are as follows:

SCY/OCE: 363 (40 are OCE)
CR/AS: 469 (186 are AS)

Secretarial Staff

The traditional duties of secretarial staff are rapidly changing and disappearing. Few officers and managers now rely on secretaries to type documents and run messages. Some secretaries are concerned and fearful of the new technology. Others are clearly pleased because of the challenge and the opportunity to learn new tasks. There is an immediate job enhancement for those utilizing the new technology. However quick mastery leads to efficiency and then boredom. Support staff have more available time and there has been the tendency to look for new things to do. As a result, secretaries have begun to organize trade shows and seminars. They have assumed responsibility for managing databases and for producing ad hoc reports. They have also become expert on new software packages and are functionning as trainers of the new systems. In certain cases they have become very involved in assisting officers and managers with their work. However, in most cases this has not led to a change in status, job or salary.

Clerical and AS staff

The introduction of technology for these groups has, for the most part, brought about a transformation in the way a job or work is carried out. Because the Working Group was only able to carry out an empirical study, it is not possible to quantify the extent of the changes observed in this group classification or in the other groups. It is clear, however, that technology is having a major impact.

Officers and Management

Officers are now typing briefing notes, messages, and many of the activities previously performed by secretaries. They have mixed reactions and fear and resistance are still very much in evidence. Some are not using their personal computer. A great many have not taken advantage of training opportunities. At the same time, it is observed that

more direct assistance is required. These groups have not adapted as well to technology. There is also the attitude of entitlement by the professional groups where support is viewed as a right or status that is earned.

Productivity Assessment

Despite a large staff reduction and the acquisition of large amounts of technology, the ratio of support staff to total staff has remained constant over the last three years. However, the use of agency and consultant staff appears to have risen considerably. Outside experts are often acquired because of their specialist skills, skills in many cases that could be acquired by training existing staff and using them to advantage in the Department.

Regardless of this, there has been an improvement in quality and and some efficiency gains. However, in comparison to what the Group has seen in other organizations, there is still a great deal to be achieved.

Technology

There has been much recent progress in developing a fully-linked, comprehensive, user-friendly computer system for all employees. A new Information Management Strategy is to be tabled shortly. However in discussion, it was determined that the roles and responsibilities of employees as a result of the new technology was not to be specifically examined; rather assessments were to be carried out from the view of what new functions might be performed, and what new information and intelligence might have to be exchanged. Furthermore, it was determined that Public Service 2000 neglected covering the technological aspect, but they have indicated that input from our Working Groups would be most welcome. The Technology Working Group is suggesting that we apply our complementary perspective to what is being proposed in the Information Management Strategy.

Management of People

The perspective proposed is one that emphasizes the management of people and how they can most effectively be deployed to fulfill the Department's mission. It also suggests how jobs and work can be assigned to maximize benefits for the organization and the individual. Observation indicates that new roles for the various worker groups need to be defined, and the development and the contribution of persons needs to be emphazised. Thus the Group believes that a new ISTC should be built on the human dimension as well as on technology.

Findings

While the above comments may seem something that need not concern us now, it should be noted that technology has already begun to modify what we do and how we do it. Change is in progress. The Group believes that we need to better manage these issues to benefit both ISTC and its employees, particularly women in the support staff category.

Goals

The following are the goals which a more balanced approach is designed to reach:

- More effective use of scarce PY's
- Increased utility of the technology investment
- Department efficiency increased
- Advancement of women through skills upgrading
- Serve as an example to others

RECOMMENDATIONS

It is recommended that a Branch(es) be designated to develop and implement a plan for a pilot project to derive an ISTC prototype for managing technological change to improve productivity and enhance opportunities for women.

SOME ELEMENTS OF THE PLAN

The development and implementation of a plan implies the availability of a linked, user-friendly system to support basic functions such as E-mail and voice mail. In addition it is concluded that other services such as self-service mail, fax/photocopying, and some new administrative services and processes such as departmental manuals, circulars and systems such as the one in development for STP, will need to be made available. Most of these, of course, are already being considered as part of the Information Management Strategy.

As part of the plan, a broad-based analysis of work assignments to optimize use of people is necessary. The approach would be to streamline necessary tasks, eliminate unimportant activities, automate where possible and reassign persons to new and modified tasks. Through the determination of skill needs and support requirements, it is possible to determine both training and, in some cases, educational requirements of staff and to match staff to appropriate functions. This will have repercussions for procedures and processes, many of which would undergo considerable transformation. It will also have repercussions on classification. This analysis would result in the identification of new functions, of experts and generalists. Procedures for new mechanisms would need to be developed and implemented. The analysis referred to in the Information Management Strategy would only need to be somewhat broadened.

New training and training procedures and education for support staff would be a fundamental componet of the plan. These will establish the foundation for critical employment, promotion and retraining policies.

It is believed that all of these tasks must be undertaken on a cooperative basis to be successful. This means that the unions, and staff at all levels must be directly involved in the planning process. It also means that any new ideas must be thoroughly integrated

into the Information Management Strategy to be successful, but that the Working Group on Technology continue as an autonomous group

Lastly, the Group believes that responsibility for the development and implementation of a plan to develop a prototype for ISTC must be assigned to the Branch(es) and its management must be accountable for developing a suitable ISTC prototype. While these are viewed as some of the fundamental components of a plan, there are doubtlessly others that will be identified as planning commences.

SUMMARY OF RECOMMENDATIONS

1. IDENTIFY OPPORTUNITIES

In the context of progressive technological change, ISTC's policy should be to look for and implement new opportunities for the advancement of women.

WORK PLAN

Continue consulting with Human Resources Branch regarding the impact of technology on the roles, responsibilities and classifications of staff, with particular attention to support staff. IMMEDIATE

2. ENDORSE COMPLEMENTARY INITIATIVES

Endorse expeditious implementation of a comprehensive, user-friendly information technology system for ISTC as recommended in the Information Management Strategy.

WORK PLAN

Continue consultation with Information Management Strategy Working Group to determine scope and approach for integrating the advancement of women into the Department's overall information technology strategy. IMMEDIATE

3. ESTABLISH PILOT PROJECTS

Develop by January 31, 1991, within Headquarters and the Regions, pilot projects which would define new roles for employees within the context of a broader Information Management Strategy which optimizes the opportunities for the advancement of women.

WORK PLAN

Pilot projects should specifically identify and test the following, among other things:
- define objectives, goals, framework and elements of pilot projects;
- establish career paths, required qualifications and training in consultation with Information Management Services and Human Resources Branch;
- trace operational career path for staff as a working framework to examine classifications;
- all work to be analyzed, eliminated, streamlined, automated where possible;
- comprehensive, user-friendly system to be developed by Information Management along with a consistent set of technology tools for every employee;
- cooperation with Human Resources Branch and unions in implementing pilot projects. SHORT TERM

4. ASSUME A LEADERSHIP ROLE

Examine and advocate opportunities for technology management within the context of PS 2000.

WORK PLAN

To advocate to PS2000 and Treasury Board. ON-GOING

ISTC TASK FORCE ON THE ADVANCEMENT OF WOMEN
ADVISORY GROUP VOLUNTEERS

January 3, 1991

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REPORT ON

ATTITUDES AND AWARENESS

Prepared by the Working Group on
Attitudes and Awareness

November 20, 1990

INTRODUCTION

Report by the Working Group on Attitudes and Awareness

Our relevance will be determined by our clients and our department will best serve its clients when it fully understands them. Our attitude toward that will determine what actions we take to alter our structure to better deliver our services.

While it is convenient to compare ourselves with other federal departments to gauge where we stand relative to various issues, it would be more productive to compare ourselves with our clients. We could ask if we have matched their increasing diversity; more importantly, we could ask whether we are among the leaders or the followers in this regard.

In a world of increasing competition, one where every opportunity must be seized, where every edge must be taken, an organization of this size that does not reflect the basic structure of our society is one not taking advantage of the available talent pool.

This Working Group quickly determined that the findings of "Beneath the Veneer" applied to ISTC. While the root causes were many, two fundamental tasks were identified. The first was to raise the awareness of all employees, especially the so called "victims" of attitudinal discrimination about the issues. Although limited in scope, there is some room for improvement simply by eliminating thoughtlessness.

More fundamental, and more difficult, is the need to change any attitudes held by men or women that inhibit the full participation of all employees, regardless of gender, in the workplace.

Recognizing that the Department does not consist of a homogenous workforce, the Working Group grouped employees in four categories believing that each group would have different needs and would therefore require different tools to address them. At the same time the Working Group recognized that there would be some overlap between and among the groups and that an integrating mechanism would be required to ensure the messages were part of a comprehensive program rather than a series of fragments.

When developing individual programs, the Working Group noted that care must be taken to ensure the benefits be clearly identified to all participants to avoid the charge by some that the exercise is narrowly self-serving when in fact all will benefit as progress is made.

Finally in order to set the context of this report it should be noted that this Working Group did not resolve one of the most fundamental attitudinal questions, that is the view of people towards targets. The Working Group agreed to work around this and deal with other attitudinal issues.

VISION OF AN AWARENESS PROGRAM AT ISTC

The ultimate goal of any Awareness Program at ISTC was envisioned by this Working Group as follows:

TO PROMOTE ATTITUDINAL CHANGE IN SUPPORT OF THE ADVANCEMENT OF WOMEN

STRATEGIC OBJECTIVE

To promote attitudes which will encourage the full participation of all employees regardless of gender in the work of ISTC.

SPECIFIC OBJECTIVES

- To gain acceptance among all relevant groups within the department for the objectives of the Report on the Advancement of Women in ISTC and the recommendations arising from the various working groups

- To help all relevant groups to recognize the barriers which now exist to the full participation of women in the work of ISTC

- To help specific groups identify ways in which they

    - may presently inhibit the full participation of women
    - could foster the full participation of women
    - are unaware of their rights and so become "victims" of the attitudes of others

- To provide tools to assist various groups and individuals foster the full participation of women.

EMPLOYEE GROUPS

The Working Group recognized that the Department does not consist of a homogenous workforce and grouped employees into four categories: Executive Management, Operational Management, Officer and Support Staff. The Working Groups concept of key characteristics of these groups as well as potential action items for group members are noted below.

1. EXECUTIVE MANAGEMENT

Those managers who participate in the executive decision-making of the department -- members of the Departmental Management Committee and REXD's. Their role in creating a favourable environment consists of setting departmental goals for the advancement of women establishing the principles of full participation as a departmental priority, allocating resources as required, requiring and reinforcing the efforts of middle managers, and repeatedly signalling the department's commitment to full participation.

Key Characteristics

- Almost exclusively male.
- May be the least convinced of the existence of barriers to women, since,
  - Beneath The Veneer found divergence increased as one moved up the hierarchy and this difference of opinion between men and women on existence of barriers was confirmed for ISTC;
  - The issue appears not to have received DMC attention before now.
- Major influencer of both internal employees and client perceptions.
- Focal point for PS 2000 exercises and therefore for the placement of ISTC initiatives in a broader context.

Why Target This Group?

- They have the power, responsibility and the profile making them the key group in the movement for change.

- They are the role model for removing to the following attitudinal and corporate culture barriers that have been consistently described as being present in the organization. They include:

  - Stereotyping
  - Patronizing
  - Undervaluing
  - Scepticism
  - Hostility
  - The "Old Boys' Network"
  - Sexist language
  - Double standard
  - Narrow band of acceptance
  - Harassment

Action Items for the Executive Management Group

- To be the first and highly publicized participants in any awareness/attitudinal training programs made available in the Department. They can make the statement that ISTC is committed to creating an environment that encourages all employees to participate fully in the work of ISTC regardless of gender. **This statement should be one of the fundamental tenets of the department and communicated widely inside and outside the department.** Ideally, it should be included in the values statement which accompanies the recently-approved corporate mission statement.

- They should indicate that they recognize the need for an increased effort to create a suitable environment within ISTC; expect all managers and employees to contribute to this effort; will themselves make increased efforts to create a balanced representation within the cadre of Executive Management to ensure that its own operating style is supportive of the full participation of women.

- They should issue a directive to all operating managers requiring them to undertake a review of barriers to balanced representation and full participation within their area of responsibility and come up with a plan for removing these barriers.

- Direct/require participation of all staff in programs that are developed.

- Ensure that there be full discussion of Advancement of Women issues at Departmental Conferences;

- Require a monitoring/evaluation/feedback of senior managers;

- Require that the contribution of supervisors to harmonious gender relations be assessed annually in the performance appraisal process

- Conduct exit interviews with senior women staff leaving the Department.

2. OPERATING MANAGEMENT

Those managers who interact with employees at the working level on a day-to-day basis and who play a critical role in creating a favourable environment because of their roles as interpreters of departmental goals, as models of behaviour and as supervisors. This group includes managers, directors and directors-general.

Key Characteristics

Most are probably sympathetic to the objective. However many appear

- unaware that ISTC's existing level of effort is not sufficient to secure a more balanced representation at the senior levels in the foreseeable future and will become less and less adequate to the task as other organizations improve their efforts;

- unaware of practices in day-to-day operations which discourage the full participation of women employees (differing practices in assignments; scheduling of discretionary meetings at times inconsistent with family responsibilities);

- unaware of the cumulative impact of repeated verbal and other signals that the world of business and ISTC is "a man's world";

- unaware of alternative operating styles which could encourage the participation of women.

Why Target This Group?

This group can:

- ensure that women employees participate equitably in high-profile assignments;

- consistently reinforce the message of departmental commitment to equitable participation;

- resolve conflicts which may arise in pursuing the objective of full participation of women;

- ensure that operating practices are consistent with family responsibilities to the fullest extent possible;

- attain a balanced representation of women in the employee and management pool (identifying qualified candidates, having women represented on selection boards);

<u>Action Items for the Operating Management Group</u>

- Information resources are required so that operating managers may address:

  - the rationale for an increased effort within ISTC to promote the participation of women;

  - the benefits to managers of creating a balanced workforce where all can contribute their best (themes which could be drawn on here could include the opportunity to show leadership to our corporate clients who themselves will face the need to exploit the potential of female employees much more in the future; the advantages of a varied labour force highlighted in the Public Service 2000 task force on adaptiveness; and the immediate benefit of getting better results out of limited human resources (specific examples will be critical);

  - examples of day-to-day work situations which place women at a disadvantage and how to change them;

  - how to deal with employees who resist the effort to encourage full female participation;

- Resources would include:

  - videos/publications;

  - an inventory of facilitators to assist in identifying barriers and finding solutions;

  - an inventory of qualified consultants for trouble shooting;

  - training courses in managing diversity.

3. OFFICERS

The operational staff, including CO, ES, AS, IS, PM, PE and other officer categories. They are the main interface between ISTC and its clientele, and the link between support staff and operational management.

Key Characteristics

- Largest group in ISTC
- Professional, specialist, technocrat, project managers
- Compression of women in the lower levels;
- Probably not very aware of the existence of barriers to women.

Why Target This Group?

- Day-to-day peer interaction;
- Males in this large group, may feel threatened as steps are taken to encourage the advancement of women within this Department.
- Critical linkage between support staff and operational management;
- Ability to identify and assist support staff who aspire to upward mobility into officer category;
- Source group for future operational management.
- Due to the quantity of day-to-day interactions with support staff in particular, this group are well positioned to begin to remove the following barriers:
  - Stereotyping
  - Patronizing
  - Undervaluing
  - Scepticism
  - Hostility
  - The "Old Boys Network"
  - Sexist language
  - Double Standard
  - Narrow band of acceptance
  - Harassment
  - Systemic issues

Action Items for the Officer Group

- To actively participate in awareness and attitudinal training programs, the resources for this training, as with other attitudinal training is yet to be established.

- To promote/encourage participation by peers, support staff and operational management in attitudinal change, including participation in sessions involving a variety of job categories.

- Through peer pressure, reinforce practices and attitudes which encourage full participation of women.

- To provide leadership in mentor programs for women

- To champion the "BE AWARE OF YOUR RIGHTS" cause, in particular for support staff

- To foster "team spirit" and "team approach", particularly regarding support staff participation in the activities of the department

4. SUPPORT STAFF

Group made up primarily of women (68%). The jobs have the least amount of variety, flexibility and the working environment (work hours, coffee breaks, lunch hours, etc) is controlled by the immediate supervisors far more than for the professional and management groups of ISTC.

Key Characteristics

- This group of employees is primarily made up of women and thus faces all the stereotyping that goes along with this.

- As the youngest group in the department (average age 35), these employees are in their prime childbearing years. They, therefore, probably have the greatest difficulty juggling family and work responsibilities.

- Because of their relative youth and position in the ISTC hierarchy, this group is the most vulnerable with respect to its ability to stand up effectively to difficult work situations.

- The "corporate culture" of ISTC promotes an attitude that undervalues employees in the support group. This problem is compounded by the prevalent attitude in ISTC in that only those with university degrees possess some type of special reasoning and cognitive abilities lacking in the rest of

employees. Members of the support group are seldom invited to divisional meetings (giving the message that they are not part of the team).

- Opportunities for advancement have been limited because the educational background required is unduly restrictive and often does not match the requirements for the main officer category in ISTC (CO), and because of long standing stereotypes.

- The work itself may often be repetitive and boring, and may not challenge the intellectual abilities of the employees.

Why Target This Group?

- The support group in ISTC is the most vulnerable group of employees and the least able to control the working environment. Part of the reason for this is that they are physically the most visible - work stations are in open view of everyone. This group is most affected by compression and concentration within ISTC.

- It is probably the most under-utilized resource in the department. Some of the problems would be solved if management and professional groups treated them as full, equal and responsible participants of a team. Other problems would be solved if the jobs performed by the support category offered variety and challenge. The latter may be more possible now than in the past due to the changes technology is bringing to the workplace. A well thought out training and development program for the support staff is necessary to take advantage of opportunities of advancement that technological change should bring with it.

Action Items for the Support Staff Group

The following recommendations deal with how ISTC can assist support staff by helping employees become more aware of their rights, giving them tools to cope with difficult situations, and offering assistance in managing their careers.

- Offer an initiation program to make employees aware of their rights, responsibilities, benefits available to them under the collective bargaining agreement, and ISTC policies with respect to flexitime, part time work, job sharing etc. This should be offered when employees enter the department and updated periodically.

CONCLUSION

The Working Group in our discussions recognized that changing attitudes is essential to ensure change in the more systemic issues related to the advancement of women.

This Working Group has provided in this report a preliminary set of tools (Appendix A) that could be used to develop an awareness program at ISTC. The list of tools is not exhaustive but rather a starting point for the group who will be actually developing the Awareness Program at ISTC.

It was noted that due to the challenge of changing attitudes of an organization,all the skills required for this are not perceived to be available currently within ISTC. Due to the amount of work and creativity required to effectively develop an Awareness Program for ISTC, a consultant should be retained to assist the completion of this task.

APPENDIX A

AWARENESS PROGRAM TRAINING TOOLS

As part of the Working Group's activities, a set of potential tools were identified. This list is by no means meant to be exhaustive, but rather a sample of what other organizations have done or tools they have used to increase awareness of attitudinal concerns. The following list could in part form a portion of the "awareness courses" offered at ISTC. It was noted by the Working Group that not all tools would be appropriate for all persons. Training programs addressing group needs would have to be custom designed, most likely with the help of a consultant.

LIST OF POTENTIAL TOOLS

VIDEO TRAINING PACKAGES

1. A WOMAN'S PLACE

This program aims to help women take more positive control of their lives in order to be more effective managers. It seeks to illustrate many of the choices and decisions faced by women in management today by examining the relationship between Rachel and boyfriend Steve - both of whom are successful at work and both with demanding jobs. She believes she has a right to a career but remains uneasy, feeling that she ought to put Steve first. A career conflict arises and Rachel cannot decide what she wants.

Suggested Uses : for management training courses.

Time : 30 min.

Cost : TBD

2. A TALE OF "O"

This is an entertaining presentation about what happens to any new and different kind of person in a work group - and how to manage that situation. It teaches managers essential skills for managing group diversity and shows people what they have in common in order to create a positive climate. It encourages dialogue between "old hands" and new employees.

Suggested Uses : for all managers who work in a situation where there are minorities.

Time : 27 min.

Cost : TBD

3. CHOICES

CHOICES is a complete video-based training program that examines subtle and not-so-subtle discrimination and helps managers and supervisors develop the awareness and skills to bring out the best in each of their employees. This video is designed to increase manager's sensitivity to possible racial, ethnic, and gender prejudices. This is a 12 video series and includes a trainer manual.

Suggested Uses : Should be reviewed to determine audience

Time : 12 videos

Cost : TBD

Contact :

4. FEDERAL WOMEN'S FIRM PROGRAM - NATIONAL FILM BOARD

The principal objective of the Federal Women's Film Program (FWFP) is to support federal organizations in their efforts to work towards eliminating the barriers that limit the choices and opportunities of women.

The concept of matched funds constitutes the heart of the financial plan by which the FWFP is funded. For the federal departments and agencies the financing formula calls for a three-year commitment based on an annual average contribution of $30,000 , for a total of $90,000. For its part, the NFB agrees to match over the same period the funds invested by the federal organizations, in the form of human and technical resources.

The three-year commitment is required, as three years is the time required by the Interdepartmental committee and the NFB to establish priorities, conduct preliminary research and then produce and market a series of four to six films, as well as their versions.

Proposed films : **WOMEN AND WORK**

Family and Work in the Age of Aquarius, Women as Entrepreneurs, Studies in Fields Traditionally Reserved for Boys and Beneath the Veneer - Does Equality between Men and Women Exist.

Suggested Uses : Use of Beneath the Veneer film as awareness training for all staff

Time : Each film approx 30 minutes

Cost : $90,000 over a three year period

Contact : Camille Bachand (514) 391-0091

THEATRE

1. Theatre Parminou - "I Don't Mind"

I DON'T MIND help an audience identify discriminatory attitudes and practices, and then, goes on to encourage them to imagine ways of changing the rules of the game. The company relies on direct audience participation to, first, raise, and then, to discuss these issues. It is important to point out that all of this is carried out in a friendly, warm and humorous atmosphere. This program was created during the winter of 1986. The show was adapted form a project developed in collaboration with Hydro-Quebec, as part of its Equal Opportunities program.

Suggested Uses : All Staff

Time : 60 minutes

Cost : $1,600 per performance, lower rates are available for multiple performances.

2. COMPANY OF SIRENS - TORONTO POPULAR THEATRE

Company of Siren is a popular theatre group made up of women who use theatre to communicate different social messages. They have three productions organized presently: "No Problems Here" would be most applicable to ISTC. This production was commissioned by the Ministry of Citizenship and the Employment Equity Directorate. It was originally designed for corporate groups and focuses on gender sensitivity in the workplace. The six cast member troop uses songs and skits to cover issues such as sexism, employment equity and racism in the workplace.

Suggested Uses : For all staff

Time :

Cost : $2000/show

Contact : Naomi Campbell
Company of Sirens
296 Brunswick Ave. Suite 212
Toronto, Ontario
M5S 2M7
(416) 975-9642

APPENDIX A

GENDER SENSITIVITY/AWARENESS - BEST PRACTICE EXAMPLES FROM OTHER ORGANIZATIONS

1. BELL CANADA

Dr. Neil MacDonald was invited to give a seminar to the counsellors at Bell to assist them in being able to handle specific staff and employee relations problems. Dr. MacDonald briefed Bell's senior management and then middle management on employment equity issues. Dr. MacDonald is a retired professor of history at the University of Manitoba, and now operates his own company: Cross Cultural Consulting.

Suggested Uses : Could be introduced to management initially.

Time : Can be custom designed, 1/2 to 1 day

Cost : TBD based on ISTC requests

Contact : Linda Cheeseman, Bell Canada 781-2561

ARTICLES/PAPERS/TEXTS

1. Working Paper - Women in Management Research Needs: Views from the Business Community

From the National Centre for Management Research and Development
School of Business Administration - The University of Western Ontario, London, Ontario

2. Women Managers: In Search of Mentors

Study conducted by Professors Ronald J. Burke of York University and Carol McKeen of Queen's University.

3. Significant Women's Issues in Management: A Casebook

Professor Al Mikalachki and Dorothy Mikalachki.

The authors propose to write 20 cases dealing with significant issues faced by women in management positions.

4. Making Things Happen in Organizations: Does Gender Make a Difference?

Rizzo, Anne-Marie; Mendez, Carmen
Public Personnel Management v17n1 pp: 9-20 Spring 1988

COURSES

1. ASSERTIVENESS SKILLS FOR WOMEN

Sponsored by National Businesswomen's Association, this seminar is usually presented by the National Seminars of Canada.

Suggested Uses : All female staff

Time : 1 Day

Cost : $125 per person, group rates available

Contact : 1-800-258-7246 National Businesswoman's Leadership Association

2. HOW TO WIN AGAINST STRESS: A WOMAN'S GUIDE

This workshop focuses on : Understanding exactly how stress gains a foothold in your life, helping participants to identify and neutralize the symptoms of tension-induced stress, identifying when are you most vulnerable to chronic stress producers and how you can change it, and finally the workshop reviews "stress on the job: the great career killer".

Suggested Uses : All female staff

Time : 1 Day

Cost : $125

Contact : 1-800-258-7246 National Businesswomen's Leadership Association

3. FOUNDATION PROGRAM IN MANAGEMENT FOR WOMEN

This program is given by Simon Fraser University and provides short-term, intensive professional development for women committed to advancing their management careers. More than 225 women sponsored by their employers, from organizations in both the private and public sectors, have successfully completed the program since its inception in 1979.

Suggested Uses : The program is intended for women who have entered, or are about to enter management. The interrelated courses within the program concentrate on the acquisition of management skills, the development of a better understanding of management principles, and the concerns and issues pertinent to aid women in management.

Time : A three-term sequence, with two three-day courses offered each fall/spring/fall

Cost : $450 per each of 6 courses

Contact : Jo Lynne Hoegg, Dean Continuing Studies
(604) 291-4565

4. MANAGING A DIVERSE WORKFORCE

Course offered through CCMD with the objective that managers gain knowledge, awareness, appreciation and understanding of:

- issues, challenges and opportunities resulting from an increasingly complex workplace;
- challenges and opportunities for action and initiative in managing the increasingly diverse workforce;
- the richness of diversity and the opportunities which exist to learn through sharing experiences, successes and failures - gained through managing a diverse workforce.

5. BREAKING THE GLASS CEILING

This program is being given by the Western/Niagara Institute and was developed in part by Ann Morrison. Ann Morrison is the author of the best selling book "Breaking the Glass Ceiling: Can Women Reach the Top of America's Largest Corporations".

Time : Three days

Cost : $1,800.00

Contact : Niagara Institute, Elain Edmiston
(416) 468-4271
Additional department contact: Nora Hockin
(613) 993-6856

ISTC TASK FORCE ON THE ADVANCEMENT OF WOMEN
ADVISORY GROUP VOLUNTEERS

January 3, 1991

ATTITUDES AND AWARENESS

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