



Employment and
Social Development Canada

Emploi et
Développement social Canada

Now and Tomorrow
Excellence in Everything We Do



2017-2020 Employment and Social Development Canada's Recruitment Strategy

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ESDC's Recruitment Strategy

Recognizing that it has become vital for our organization to adopt new and innovative ways of renewing and rejuvenating the workforce to meet our evolving business needs and workforce priorities, ESDC's Recruitment Strategy has been developed to ensure the Department is at the forefront of recruitment and retention and known and recognized as an employer of choice.

This Strategy supports hiring for excellence and the renewal of the organization's workforce through strategic recruitment outcomes, an outreach strategy, and recruitment and outreach tools for hiring managers aimed at ensuring ESDC acquires top talent and achieves and maintains an inclusive, diverse, representative and talented workforce. This includes an improved branding approach, which serves to increase ESDC's online presence with employee testimonials, videos and the use of social media to highlight key positions.

One of the key components to becoming an employer of choice is recruitment that attracts and retains diverse talent at different stages of their career. As a result, activities in this Strategy are included to recruit for both entry-level positions (e.g. hiring former students and the Post-Secondary Recruitment campaign) and people who are mid-career with much needed expertise and skill sets (e.g. Interchange Canada Program and non-advertised appointments). Activities to support retention and career development are also included, such as the use of professional development programs and talent management appointments for high performing employees.

The Recruitment Strategy will be reviewed on an annual basis to ensure it continues to address the Department's evolving business needs and workforce priorities.

Context

Change at the public service and within ESDC is constant and it is happening at a rapid rate, with impacts on technology, infrastructure and resources – money and people. In support of our departmental transformation, ESDC is exploring new technologies, new service delivery options and new ways of doing business. In support of these objectives, ESDC is focusing on its most important asset – its workforce.

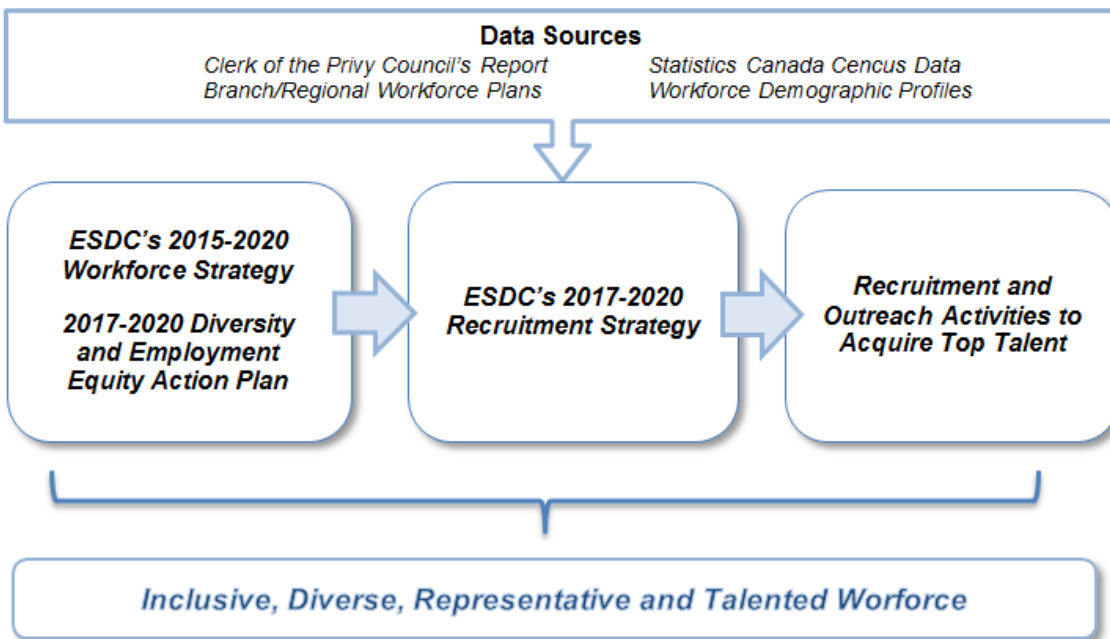
The Recruitment Strategy provides ESDC hiring managers with the information and tools necessary to respond to our departmental objectives and priorities and to also meet the Government of Canada's (GC) initiatives and priorities, including those identified in the [Twenty-Fourth Annual Report](#) of the Clerk of the Privy Council, more specifically that of attracting, retaining and developing top talent.

The strategy assists in meeting the commitments and objectives set out in the [2017-2020 Diversity and Employment Equity Action Plan \(DEEAP\)](#) and in meeting the pillar of "Having the

Right People in the Place at the Right Time”, identified in [ESDC's 2015-2020 Workforce Strategy](#), by addressing the key issues identified through Workforce Planning:

- Retirement, Retention and Turnover Rates;
- Changing Skillsets;
- Employment Equity and Bilingual Capacity; and
- Team Capacity Reaching Limits.

Addressing these key issues is crucial to the delivery of the Department’s mandate and to support the Department in its transformation and modernization of service delivery, which would be challenging without the necessary skills, experience and dedication of employees across all levels and functions in the organization.



ESDC Recruitment Outcomes

The ESDC key recruitment outcomes will enable the Department to effectively attract and retain top quality talent for the future, meet its renewal objectives and ensure that its workforce is inclusive and reflective of the Canadian public it serves. By maintaining an inclusive workplace where people are treated with respect, dignity and fairness, ESDC is upholding the highest standards for its employees – where inclusion and respect for people is recognized not only as a public service value but as a core aspect of the Department's culture. The ESDC Recruitment Outcomes are:

1. Recruitment aimed at attracting and recruiting top talent with sought after skill sets that will enable ESDC to renew its workforce and achieve its diversity and Employment Equity (EE) objectives while addressing retirement and attrition rates.
 - ESDC's Outreach Strategy ([Annex B](#)) has been developed to support the Department in meeting this recruitment commitment as well as the [2017-2020 DEEAP](#). This strategy aims at providing the Department with tools to acquire talent, such as the identification of recruitment and retention considerations and recommended practices for managers.
2. Ensuring Workforce Capacity through the increased use of collective action and strategic staffing approaches.
3. Leveraging and participating in new and innovative staffing approaches that align with Government of Canada (GC) wide initiatives to improve the ability to attract and retain top talent and maximize flexibilities, such as the Indigenous Youth Summer Employment Opportunity (IYSEO) and the Public Service Commission's (PSC) Name-Blind Recruitment Initiative.

Specific activities and initiatives supporting to assist ESDC in achieving these outcomes are outlined in [Annex A](#). Performance indicators have been added and form part of the Staffing Monitoring Framework.

ESDC's Outreach Strategy

In addition to supporting the recruitment outcomes identified in this Strategy, and as committed to in the [2017-2020 DEEAP](#), the Outreach Strategy ([Annex B](#)) aims to access all segments of the Canadian society and to reduce the employment barriers to participation for Canadians with distinct needs. This strategy, in addition to providing recruitment considerations and recommended practices for managers, also includes additional elements for inclusion to address current and future gaps and aimed at attracting a diverse workforce that is reflective of the Canadian public it serves. As such, qualified individuals from the four groups identified by the Employment Equity Act (EEA) (Aboriginalⁱ Peoples, persons with disabilities, members of visible minorities and women) should be hired, employed, and promoted at rates representative of their availability in the labour market.

To inform the development of this strategy, consultations have occurred internally with ESDC diversity and EE employee networks, as well as externally with EE organizations offering employment services to the Aboriginal population and persons with disabilitiesⁱⁱ. ESDC also regularly analyses EE data to ensure it reflects workforce availability rates and to inform workforce planning and recruitment strategies. In addition, recommended practices that stem from results of the recruitment activities undertaken to date ([Annex A](#)), such as simplifying our job advertisements to make them more attractive to prospective applicants, have been included.

Beyond the requirements of the EEA, ESDC must also strive to foster a culture of inclusion supported by a diverse work environment in which employees are able to be their authentic selves and where different approaches are sought out and valued to advance the achievement of departmental business objectives. Bringing together and mobilizing the diversity of backgrounds, experiences and cultures within ESDC's workforce will enable the Department to develop programs and deliver quality services in both official languages which best meet the evolving needs of the increasingly diverse Canadian public.

With the tools and considerations provided, Branches and Regions, supported by the Human Resources Services Branch (HRSB), will be able to conduct outreach and recruitment activities using the approaches tailored to the target talent pool to attract and retain a diverse workforce.

Conclusion

To continue to support the recruitment outcomes and outreach activities, and to allow for a more strategic hiring approach by enabling managers to identify specific organizations from which targeted pools of candidates can be accessed, the following should also be undertaken:

ⁱ The term "Aboriginal" is used within this document as it relates to the *EEA* and other legislative frameworks, as well as to maintain consistent terminology throughout.

ⁱⁱ As part of its mission, ESDC is committed to helping Canadians with distinct needs, such as Aboriginal Peoples and persons with disabilities. As such, and in light of current and projected data and trends, consultations began initially with organizations that support the employment of these two groups.

- Further consultations with diversity and EE organizations across the country, including organizations that support visible minorities and women as well as consultations with regional ESDC diversity and EE committees to inform the National Inventory of Diversity and EE Employment Organizations;
- Expand the National Inventory of Educational Institutions that have programs of interest for ESDC and/or that have a focus on diversity and EE (i.e. Diversity and EE student bodies and EE programs of study) to include, in the longer term, secondary schools; and
- Consultations with other organizations (i.e. private, not-for-profit, and other levels of government) for best practices.

For FY 2017-2018 and in years moving forward, the recruitment outcomes and associated activities ([Annex A](#)), the considerations, recommended practices and activities identified in the Outreach Strategy ([Annex B](#)) will support the Department in meeting its workforce renewal objectives outlined in ESDC's 2015-2020 Workforce Strategy and address the key issues identified in the Branch and Regional workforce booklets. These activities will ensure we are attracting and recruiting top talent and ensure we have the right people in the right jobs at the right time.

To enable the Department to not only recruit top talent but to also help our existing employees grow and develop, recommended practices related to onboarding, retention and development have also been identified ([Annex C](#)) and it is recommended that they be further developed to promote lifelong learning for all employees and enable ESDC to continue to foster a culture of inclusion.

Annex A: ESDC Recruitment Activities and Initiatives

1. Attracting and Recruiting Top Talent

Recruitment aimed at attracting and recruiting top talent with sought after skill sets that will enable ESDC to renew its workforce and achieve its diversity and Employment Equity (EE) objectives while addressing retirement and attrition rates.

Activities	Performance Indicators
<ul style="list-style-type: none"> ➤ Promote ESDC/Service Canada (SC) as an employer of choice by improving the recruitment communication approach (i.e. branding) to support the department's outreach efforts, connect with potential candidates and showcase their contribution to the mission of the Department: <ul style="list-style-type: none"> • Increase ESDC's online presence (i.e. establishment of an ESDC career page with employee testimonials and videos and feature ESDC content on other GC-wide recruitment efforts); • Use ESDC's corporate social media accounts (e.g. LinkedIn, Facebook, Twitter) and other social media accounts (e.g. Public Service Commission's (PSC) Twitter account) in a logical way to profile key postings; • Development of standardized information tools to support outreach activities, including face-to-face recruitment. 	<ul style="list-style-type: none"> ➤ ESDC's career page with employee testimonials and videos has been established. ➤ Number of unique visitors on ESDC's career page. ➤ Social media was used to promote ESDC job opportunities. ➤ Standardized information tools for managers have been developed. ➤ Number of career fairs and other recruitment activities where ESDC/SC was in attendance.
<ul style="list-style-type: none"> ➤ Implementation of ESDC's Outreach Strategy, which aims at increasing diversity, employment equity and bilingual capacity. 	<ul style="list-style-type: none"> ➤ Two selection processes targeted to EE groups to address existing representation gaps have been implemented. ➤ Number of placements through partnerships with diversity and EE organizations. ➤ Number of career fairs on campuses where ESDC/SC was in attendance. ➤ Improved departmental EE data.

Activities	Performance Indicators
<ul style="list-style-type: none"> ➤ Increase Representation of Designated Groups: <ul style="list-style-type: none"> • Ensure all job advertisements mandatorily include an employment equity organizational need statement on Statement of Merit Criteria, which may then be applied in selection decisions; • Ongoing implementation of the staffing strategies outlined in the DEEAP to address current and future gaps for all designated groups. • Ongoing implementation of the Aboriginal Leadership Strategy, including targeted recruitment and participation in the Aboriginal Leadership Development Initiative, to address ongoing under-representation of Aboriginal Peoples in the EX Group at ESDC; • Expand the Skills and Employment Branch Aboriginal Recruitment Initiative (SARI) for use across the Department; • Ongoing participation in the Federal Internship for Newcomers Program (FINP); • Ongoing participation in targeted student-hiring initiatives. 	<ul style="list-style-type: none"> ➤ A standardized organizational need statement for EE is found in ESDC's job advertisements. ➤ Number of measures identified in the DEEAP that are implemented. ➤ Number of strategies identified in the Aboriginal Leadership Strategy that are implemented. ➤ Information on the Public Service Commission's Aboriginal targeted inventory has been disseminated and promoted within the Department. ➤ Increase in Aboriginal Peoples, Visible Minorities and Persons with Disabilities appointments. ➤ Number of FINP hires. ➤ Number of targeted student hires through GC initiatives.
<ul style="list-style-type: none"> ➤ Increase Bilingual Capacity: <ul style="list-style-type: none"> • Staffing EX minus 1 and minus 2 positions in designated bilingual regions at the CBC level in order to ensure future bilingual capacity within EX feeder groups; • Consider the use of non-imperative staffing, where appropriate. 	<ul style="list-style-type: none"> ➤ Number of EX minus 1 and minus 2 positions in designated bilingual regions at the CBC level compared to those from the previous year. ➤ Number of non-imperative appointments.
<ul style="list-style-type: none"> ➤ Leverage the PSC's Post-Secondary Recruitment (PSR) programs as an efficient means to recruit top-quality college and university graduates: <ul style="list-style-type: none"> • Conduct targeted career stream opportunities in the PSR's annual recruitment campaigns to address specific departmental needs; • Leverage the existing general inventories to hire candidates for non-specific departmental needs; • Participate in GC wide recruitment initiatives to 	<ul style="list-style-type: none"> ➤ Number of targeted career stream opportunities. ➤ Number of appointments made through PSR. ➤ Number of appointments made from the following programs: <ul style="list-style-type: none"> • Financial Officer Recruitment

Activities	Performance Indicators
<p>address specific functional communities, such as the Financial Officer Recruitment Development Program, the Internal Audit Recruitment and Development Program and the Advanced Policy Analyst Program;</p> <ul style="list-style-type: none"> • Hiring candidates from the Recruitment of Policy Leaders program at EX feeder group levels. 	<p>Development Program/Internal Audit Recruitment and Development Program;</p> <ul style="list-style-type: none"> • Advanced Policy Analyst Program; • Recruitment of Policy Leaders program.
<ul style="list-style-type: none"> ➤ Leverage Student Hiring (e.g. FSWEP, COOP, RAP): <ul style="list-style-type: none"> • Use of the FSWEP continuous intake inventory, available throughout the year, which allows for an increased capability to match students to the hiring needs and location; • Use of the COOP program to target universities and colleges with specific required skill sets (i.e. data analytics, project management, etc.); • Proceed with hiring early to attract top talent and ensure timely pay processing, provide meaningful work experiences and follow departmental onboarding and orientation requirements. 	<ul style="list-style-type: none"> ➤ Number of FSWEP student hires. ➤ Number of COOP student hires. ➤ Number of RAP student hires. ➤ Student satisfaction survey/exit interview results.
<ul style="list-style-type: none"> ➤ Leverage the Hiring Former Students mechanism, particularly when proceeding with indeterminate appointments, which directly supports workforce renewal objectives. 	<ul style="list-style-type: none"> ➤ Number of indeterminate appointments using the Hiring Former Students mechanism.
<ul style="list-style-type: none"> ➤ Leverage ESDC's Deputy Minister (DM) University Champions to strengthen linkages between the Department and Canadian universities and to promote ESDC job opportunities. 	<ul style="list-style-type: none"> ➤ Number of activities organized in collaboration with the DM champions.
<ul style="list-style-type: none"> ➤ Utilize the PSC's existing inventories and pools. 	<ul style="list-style-type: none"> ➤ PSCs inventories and pools were promoted for use within the Department.
<ul style="list-style-type: none"> ➤ Explore innovative recruitment methods to address key workforce gaps and attract and recruit top talent: <ul style="list-style-type: none"> • Engage with branches/regions to identify innovative recruitment methods and identify standardized approaches to recruitment and assessment. • Engage with the private sector or other levels of government to identify emerging and innovative recruitment methods. 	<ul style="list-style-type: none"> ➤ Innovative recruitment methods have been identified and standardized assessment approaches are being used. ➤ Emerging and innovative recruitment methods to attract top talent have been identified.

2. Ensuring Workforce Capacity Through the Use of Collective Action and Strategic Staffing Approaches	
Activities	Performance Indicators
<ul style="list-style-type: none"> ➤ ESDC's Veterans Hiring Strategy aimed at attracting and recruiting Veterans: <ul style="list-style-type: none"> • Fostering relationships with members of the Canadian Armed Forces, Veterans Affairs Canada (VAC) and Veteran-supporting stakeholders (e.g. Canada Company); • Targeting veteran skill-sets that are compatible with business needs; • Identifying and making available transition tools for managers and new hires; • Follow-up on onboarding of new hires to ensure successful transition. 	<ul style="list-style-type: none"> ➤ Number of appointments of Veterans and members of the Canadian Armed Forces.
<ul style="list-style-type: none"> ➤ A new National Capital Region (NCR) Collective Staffing Approach aimed at reducing duplication of effort and increasing efficiencies, particularly for non-specialized positions: <ul style="list-style-type: none"> • Develop flexible talent pools available throughout the NCR to meet common needs and allow for a streamlined HR workload focused on collectivities, niche hiring and workforce gaps; • Built-in incentive to utilize the collective staffing pools by lowering the priority of distinct advertised processes based on HR workload; • Consolidation of NCR pool information to share more easily with managers to fill their staffing needs. 	<ul style="list-style-type: none"> ➤ Planned staffing activities within the salary forecasting tool (SFT) are reviewed on a regular basis to identify potential collective staffing opportunities. ➤ Number of collective selection processes compared to the number of distinct selection processes within the NCR. ➤ Streamlined HR workload to first address common hiring needs followed by distinct hiring needs implemented. ➤ A tool to consolidate pool information in the NCR has been created and promoted.

Activities	Performance Indicators
<ul style="list-style-type: none"> ➤ Undertake continuous intake processes at the PM1/PM2 levels within Service Canada Regions and in other groups/levels where there are high turnover rates. 	<ul style="list-style-type: none"> ➤ Number of continuous intake processes at the PM1/PM2 levels within Service Canada Regions. ➤ Number of continuous intake processes for other groups and levels across the Department where a high level of turnover has been identified through the workforce booklets.
<ul style="list-style-type: none"> ➤ Leverage the flexibilities of the New Staffing Direction, particularly as it relates to the use of non-advertised appointments, based on talent management or external non-advertised appointments to hire top talent from the private sector with limited skill sets in the core public administration and to retain high performing employees. 	<ul style="list-style-type: none"> ➤ A framework and tools to assist sub-delegated managers in managing performance, talent and making talent management appointments has been developed. ➤ Number of internal non-advertised appointments based on talent management. ➤ Number of external non-advertised appointments based on highly specialized skills.
<ul style="list-style-type: none"> ➤ Use of the Interchange Canada Program as well as assignments and secondments to bring in international or domestic expertise and skill sets that are needed to advance specific projects that are time-limited in nature. 	<ul style="list-style-type: none"> ➤ Interchange Canada has been promoted within the Department as an available hiring mechanism to address key skills gaps. ➤ Number of Interchange Canada Program assignments in the Department. ➤ Number of assignments and secondments.

Activities	Performance Indicators
<p>➤ Continued and expanded use of the streamlined EX Hiring Approach, which focuses on hiring the best and brightest individuals for the ESDC EX cadre as a whole, including persons from designated groups, by identifying and assessing broad experiences, knowledge and current skill sets alongside the potential to learn and grow, and be the right fit with organizational values.</p>	<p>➤ Streamlined EX Hiring Approach promoted at the EXWMC.</p> <p>➤ Number of EX collective selection processes compared to the number of distinct selection processes.</p> <p>➤ Professional assessment tools and HR services are obtained.</p> <p>➤ A quality of hire survey for participants and hiring managers is completed.</p>
<p>➤ Building on the Professional Development Framework:</p> <ul style="list-style-type: none"> • The creation of Professional Development Program Guidelines. • Establishment of professional development programs in key professional groups to develop specialized skills and support retention and career development of employees. 	<p>➤ Professional Development Program Guidelines have been created and implemented.</p> <p>➤ An EC Professional Development Program and professional development programs in other key professional groups have been established.</p>

3. New and Innovative Staffing Approaches Aligned with GC-Wide Initiatives

Leveraging and participating in new and innovative staffing approaches that align with Government of Canada wide initiatives to improve the ability to attract and retain top talent and maximize flexibilities, such as the Indigenous Youth Summer Employment Opportunity (IYSEO) and the PSC's Name-Blind Recruitment Initiative.

Activities	Performance Indicators
➤ Building on the Job Advertisement Renewal Initiative by continuing to make job advertisements more intuitive and understandable by using plain language, shifting away from the traditional Statement of Merit Criteria, and tailored messaging for target candidate pools (e.g. students and EE groups).	➤ Percentage of job advertisements that used the Job Advertisement Renewal Initiative techniques.
➤ Building a Better Canada (BBC), an OCHRO-led initiative with a focus on effective onboarding practices and employee engagement aimed at the new generation of public servants.	➤ Number of participants in the BBC initiative.
➤ The Indigenous Youth Summer Employment Opportunity (IYSEO) aimed at strengthening representation, recruitment, development and retention of Aboriginal youth.	➤ Number of IYSEO student hires.
➤ The Youth with Disabilities Summer Employment Opportunity aimed at strengthening representation, recruitment, development and retention of youth with disabilities.	➤ Number of Youth with Disabilities Summer Employment Opportunity student hires.
➤ The PSC's Name-Blind Recruitment Initiative, which serves to provide insight on the effect of name-blind recruitment in the Canadian federal public service (FPS) context.	➤ Number of EE appointments made as a result of the participation in the PSC's Name-Blind Recruitment Initiative.
➤ The Veterans Affairs Canada's Pilot Project aimed at increasing veterans hiring by matching business needs and available ESDC positions with veteran skill sets.	➤ Number of appointments made of Veterans and members of the Canadian Armed Forces.
➤ The Talent Cloud Pilot Project, which proposes the creation of a public sector talent for project-based work. The pilot will focus on Aboriginal peoples.	➤ Number of participants in the Talent Cloud Pilot Project.

Annex B: ESDC's Outreach Strategy

The following objectives have been identified as part of the Outreach Strategy:

Short term objectives:

- Identify and implement recommended practices aimed at attracting and renewing the workforce, including diversity and EE groups;
- Increase outreach activities through partnerships with diversity and EE organizations; and
- Increase outreach activities with educational institutions that have the talent pool and skills set ESDC is looking for, and/or have a strong focus on diversity and EE (i.e. Student bodies or organizations and EE programs of study (e.g. Aboriginal studies).

Long term objectives:

- Foster a culture of inclusion within ESDC;
- Identify strategies to assist in retaining and developing diversity groups and members of the designated groups;
- Promote the Department to a younger generation to change perceptions and attract the next generation;
- Explore expanding the inventory of educational institutions to include secondary schools; and
- Inform counselors in educational institutions and EE organizations so they can guide applicants through the application process.

The following tools and considerations have been developed to assist managers throughout a selection process:

- [Recruitment considerations and recommended practices and activities for managers](#) (including additional considerations for inclusion to address representation in key groups where significant gaps have been identified at a departmental level, in support of the [2017-2020 DEEAP](#));
- An [example of a friendly and inclusive job advertisement](#) for Managers and HR Professionals;
- [Considerations and tips for a more inclusive selection process](#);
- A [National Inventory of Diversity and EE Employment Organizations](#); and
- A [National Inventory of Educational Institutions](#) that have programs of interest for ESDC and/or that have a focus on diversity and EE (i.e. Diversity and EE student bodies and EE programs of study).

Recruitment Considerations and Recommended Practices and Activities for Managers

Attraction, Recruitment and Job Advertisement

- In addition to jobs.gc.ca, promote job advertisements using the following various methods to reach the intended audienceⁱⁱⁱ:
 - Use of other employment opportunity websites^{iv} (i.e. [LinkedIn](#), [Glassdoor](#), [Monster](#), [Job Bank](#), [Jobboom](#), [Workopolis](#), [Indeed](#)).
 - Use of [diversity and EE organizations](#) websites.
 - Use of [educational institutions](#)' web career pages.
 - Use of social media, in accordance with the [Social Media Guidelines](#) (e.g. Twitter, Facebook, LinkedIn).
 - Contact with [Canadian Armed Forces members and veterans](#) to encourage members and veterans to apply.
 - Use of other publication methods, such as print and radio, particularly in remote areas where internet access may be limited.
 - Use of professional networks, such as:
 - [Chartered Professionals in Human Resources \(CHPR\)](#)
 - [Chartered Professional Accountants of Canada \(CPA\)](#)
 - Participate in student career fairs and job fairs with diverse employees representing ESDC.
 - Participate in on-campus recruitment for certain desired skill sets.
 - Participate in outreach activities targeting secondary schools for recruitment.

- To make job advertisements more attractive^v:
 - Provide a concise and realistic portrait of the job.
 - Provide information on the culture, the mission, the perks and the developmental opportunities available when working with the public service.
 - Provide information on the local work environment.
 - Use "[plain language writing](#)" techniques and avoid where possible the use of government jargon and acronyms.
 - Consult job postings external to the GC and incorporate best practices from the "competition" to make their job advertisement more attractive.
 - Link the job advertisement to ESDC's Career page, which will be updated to include more information on the types of positions available, on the work environment, on accommodation measures, and on diversity and inclusiveness.

- Factor in the posting timeframe the time required to prepare an application, especially when screening questions or unsupervised internet tests are used.

ⁱⁱⁱ It is recommended to conduct an analysis to determine which website or social media platform will best target the intended audience in light of the skillsets required, the location of the position, the difficulty in staffing the position, etc.

^{iv} For certain websites, approval must be obtained with Public Affairs and Stakeholder Relations Branch prior to posting a position. For more information, contact your [HR Consultant](#).

^v Refer to the [example of a diversity friendly and inclusive job advertisement](#) .

- If flexible hours of work, compressed workweek schedules, telework and other arrangements are possible to offer better work-life balance, include these on the job advertisement to increase attraction.
- Ensure that all job advertisements mandatorily include a statement on how and to whom to request accommodation measures.

Additional Considerations for Inclusion

- Contact diversity and EE-focused organizations listed in the [Inventory of EE Employment Organizations](#) for assistance in filling positions through their pools of candidates and/or access other means of advertising a job opportunity.
- Participate in outreach activities in secondary schools according to targeted skills or representation gaps for recruitment (e.g., Aboriginal secondary schools).
- When participating in targeted recruitment activities, include an employee of the same designated group, when possible. In addition, during an assessment process, managers are encouraged to adjust the setting and flow to ensure that candidates feel at ease.
- Promote job opportunities with [educational institutions](#) that have strong programs for Aboriginal culture or Aboriginal students.
- In addition to www.jobs.gc.ca, promote job opportunities with [diversity and EE organizations](#) that work directly with persons with disabilities as well as with [educational institutions](#) that have strong programs for students with disabilities.
- Consider offering other means of applying for positions, such as including in-person drop-off location(s), providing a fax number, email address, etc. on the job advertisement.
- Refer candidates to [employment organizations](#) offering financial support for job seekers and include this information on the job advertisement.
- Refer to the [Guidance Document on Employment Equity Considerations in the Context of Staffing](#), which includes staffing strategies (i.e. targeted student hiring, the use of the PSC's Aboriginal Inventory) to increase representation.

Statement of Merit Criteria

- Simplify and formulate requirements in a more appealing way, shifting away from the traditional SOMC by avoiding long sentences and enumerations (e.g. Experience in the interpretation AND application of administrative, financial AND legislative policies AND regulations).
- Ensure qualifications being requested are not unintentionally creating systemic barriers or are too restrictive.
- Wherever possible, use different approaches and take into account transferrable skills:
 - Request an ability instead of an experience to allow the candidate to demonstrate the potential to do the occupation even if the experience may not have been acquired.
 - Instead of specific work experience or a number of years of experience, transferable experience may be adequate. For example, instead of asking for three years of experience in policy development, request for experience in policy development and define what policy development means.
- As most positions (e.g. AS, PM, CR) within ESDC do not require post-secondary education, use the minimum Treasury Board Qualification Standards to avoid creating a barrier to employment within the public service.
- Wherever possible, use alternatives to formal education, while still respecting the Treasury Board Qualification Standards, and ensure that the alternatives are clearly stated on the job advertisement.

Additional Considerations for Inclusion

- Include on all job advertisements the organizational needs –EE statement to encourage members of all EE groups to apply.
- Establish qualifications that meet the needs of the positions, taking into account the prospective applicant pool with limited federal government experience.
- Wherever possible, use alternatives to formal education, while still respecting the Treasury Board Qualification Standards, and ensure that the alternatives are clearly stated on the job advertisement.
- Wherever possible, consider the use of non-imperative staffing to enable candidates with various backgrounds to be considered.

Assessment

- Ensure that all job advertisements include a "[Degree equivalency](#)" with information on how to have diplomas or certificates assessed against Canadian education standards.
- When relevant, consider knowledge acquired outside the school system and other transferable skills when evaluating the education criteria.
- Consider the use of the competency dictionary and/or the Key Leadership Competencies to define the qualifications and if so, provide the [Competency Based Management website](#) and/or the [Key Leadership Competencies website](#) on the job advertisement.
- Consider transferable skills acquired outside the traditional job market when evaluating the experience criteria.
- When developing interview questions, consult the Public Service Commission's Guide on [How to Conduct Interviews](#) and refer to the Do's and Don'ts as well as the examples of probing questions.
- Ensure that the assessment tools are accessible and that accommodation measures can be taken to provide candidates with the opportunity to demonstrate their qualifications.
- Ensure that candidates are offered accommodation measures prior to being assessed.
- Consider the use of teleconference and videoconference facilities to avoid travel and travel-related expenses when conducting assessments.
- For large scale selection processes (i.e. external advertised processes for entry-level positions and inventories), consider having a dedicated assessment team to conduct assessments and ensure selection processes are completed in a timely manner.
- When appropriate, consider the use of online assessment tools and/or unsupervised internet testing (i.e. PSC's [Unsupervised Internet Testing](#)).

Additional Considerations for Inclusion

- Efforts should be made to have selection board members of the designated groups and that reflect the diverse backgrounds of the candidate pool in order to reduce personal biases^{vi}.
- Participate in bias-free training, such as “Find the Right Fit Using an Objective Eye” (C139 - [CSPS](#)).
- Consult the [Considerations and tips for a more inclusive selection process](#).
- To overcome unconscious bias, proceed with the “blind-name recruitment” approach and request that identifiers (i.e. name and educational institution) be removed during the selection process.
- When working on selection processes, consider using interviews (including virtual interviews) in lieu of a written examination, as well as holding the interview in an environment more comfortable for the candidate.
- Depending on the type of appointment process, consider the services offered by organizations that offer [personal employment counseling services](#) and support to candidates during the assessment (e.g. interview).
- Have discussions with persons requesting an accommodation, recognizing they are first and foremost the most valuable source of information in ensuring that their disability or functional limitations are well understood, while maintaining discretion.
- Request that candidates provide examples of accommodations measures taken previously (e.g. educational institutions) to assist in developing appropriate accommodation measures.
- Review the Public Service Commission's [Guide for Assessing Persons with Disabilities](#) and follow the outlined principles and steps.
- Contact the Personnel Psychology Centre (PPC) for assistance in developing accommodation measures (this is a requirement when using the PPC's standardized tests).

^{vi} Refer to the [Guidance Document on Employment Equity Considerations in the Context of Staffing](#).

Example of a Friendly and Inclusive Job Advertisement for Managers and HR Professionals

- ✓ Refer to *Recruitment Considerations and Recommended Practices and Activities for Managers* outlined in the [Recruitment considerations and recommended practices and activities](#)
- ✓ Contact your [HR Consultant](#) who will develop a job advertisement tailored to your needs.

Job Advertisement Example

Position Title	Reference number
Employment and Social Development Canada – Branch/Region City (Province) Group-Level Salary Range	Selection process number
<p>For further information on the organization, please visit Employment and Social Development Canada</p> <p>For more information on what it's like to work with us, please visit ESDC's Career Page</p>	
<p>Closing date:</p> <p>DD MM YYYY – 23:59 Pacific Standard Time</p>	
<p>Who can apply:</p> <p>Persons residing in Canada and Canadian citizens residing abroad.</p>	
<p>Important messages</p> <p>Assessment Schedule:</p> <p>Candidates who are screened in will be invited to participate in a written exam between DD MM YYYY and DD MM YYYY. Candidates who are successful on the written component will</p>	

Link the advertisement to ESDC's Career page, which will highlight key positions within ESDC, the work environment, accommodation measures, and diversity and inclusiveness.

Ensure the closing date takes into consideration the time it will take an applicant to apply, particularly if using screening questions and unsupervised internet exams.

If you're running a targeted selection process open to members of designated groups, include the information here.

- ✓ Include the following:
 - The type of candidates you are looking for;
 - How candidates should demonstrate that they meet the screening requirements (i.e. education and experience); and
 - Information related to the assessment timelines.

be interviewed between DD MM, YYYY and DD MM YYYY.

Duties

Public opinion research helps the government to better understand the views of Canadians on public policy issues. As the senior Public Opinion Research Coordinator, you play a key role in leading research projects and overseeing public opinion research and public consultations. The results of your work play an important role in helping Canadians by supporting the development and delivery of key social and labour market policies and programs.

Work environment

Why work for one company when you can work for an entire country? At [ESDC](#) we are dedicated to creating a positive and dynamic working environment—one that supports career aspirations and where employees with new ideas and fresh perspectives can make a difference and excel. If you think you have the profile we're looking for and love data, this position is for you!

[140 promenade du Portage](#), Gatineau, Quebec (walking distance to downtown Ottawa). The building is located in downtown Gatineau, with restaurants and boutiques close by. There is also easy access to public transportation and various paid parking options available. Like to exercise? There are two gyms close by, as well as some great walking and biking trails.

Intent of the process

A pool of qualified candidates will be established to fill similar positions within the department. The pool may also be used by other federal government departments to fill similar needs.

Positions to be filled:

Information you must provide

- Résumé

Do's:

- ✓ Provide a concise and realistic portrait of what the job is about.

Don'ts:

- × Copy and paste the full work description.
- × Use government terminology and jargon that may not be easily understood.

- ✓ Provide information on the culture, the mission, the perks and the developmental opportunities, if applicable, so that prospective applicants understand what it's really like to work for the government.
- ✓ Promote the local environment by including information on the city and its services and attractions.

- ✓ Provide information on the type of pool to be established.
- ✓ If you intend on allowing other managers (within or outside the department) to use your pool, include the information here.

- ✓ You can request a covering letter; however, if using screening questions for education and experience, a letter is not required.
- ✓ You may want to avoid statements in bold or other saying "YOU MUST..." Keep in mind that some text to speech software may yell at applicants when capital letters are used.

In order to be considered, your application must clearly explain how you meet the following (essential qualifications)

Experience planning and managing market research or public opinion research projects.

Secondary school diploma or an acceptable combination of education, training and/or experience.

[Degree equivalency](#)

If you possess any of the following, your application must also clearly explain how you meet it (other qualifications)

Experience in managing financial resources.

At Employment and Social Development Canada, diversity is our strength. If you're a woman, an Aboriginal person, a person with a disability or a visible minority and are interested in bringing in different perspectives and insights, let us know by completing the Employment Equity (EE) section in your application. Appointments of members of these EE groups could be made to ensure our workforce is inclusive and representative of the Canadian public we serve.

The following will be applied / assessed at a later date (essential for the job)

Tech-savviness with an aptitude for learning.

Creative thinking, good judgment and effective interpersonal skills

Bilingual Imperative BBB /BBB

[Information on language requirements](#)

Conditions of employment

Security Clearance: Reliability Status

- ✓ *Include only the qualifications that will be used to screen applications in this section (i.e. education, experience, etc.).*
- ✓ *Incorporate screening questions to allow candidates to confirm their education and experience and to provide concrete examples.*

- ✓ *Include asset qualifications (i.e. education, experience, etc.) and operational requirements.*
- ✓ *You may also add screening questions to allow candidates to confirm their education and experience and to provide concrete examples.*

- ✓ *Ensure the mandatory organizational needs statement is included in the job advertisement.*

- ✓ *Identify all qualifications that will be assessed at a later date, such as language requirements, abilities, competencies, personal suitability, etc.*

- ✓ *Identify the conditions of employment (i.e. security clearance) required for the position.*

Tests

- ✓ *If using unsupervised internet testing that must be completed at time of application, ensure candidates are aware that accommodation requests are available.*

Other information

If you require accommodation measures to apply or at any stage of this selection process, contact us as soon as possible at ###-###-#### or by email at name.lastname@email.ca. The Public Service of Canada is committed to building a skilled, diverse workforce reflective of Canadian society. As a result, it promotes employment equity and encourages candidates to indicate voluntarily on their application if they are a woman, an Aboriginal person, a person with a disability or a member of a visible minority group.

- ✓ *Include information on how to request accommodation measures.*
- ✓ *Include information on assessment tools that will be used throughout the process.*
- ✓ *Include information on how you intend to communicate with your candidates (e.g. email, phone, etc.).*

The Public Service of Canada is also committed to developing inclusive, barrier-free selection processes and work environments. If contacted in relation to a job opportunity or testing, you should advise the Public Service Commission or the departmental official in a timely fashion of the accommodation measures which must be taken to enable you to be assessed in a fair and equitable manner. Information received relating to accommodation measures will be addressed confidentially.

Contact information

- ✓ *Include the name and email address of a person who can quickly communicate with applicants for the duration of the job advertisement.*

Considerations and Tips for a More Inclusive Selection Process

- Ask questions that focus on 'how' an applicant will apply his or her skills and 'how' they would handle a particular situation.
- Careful use of vocabulary is recommended in order to avoid or re-phrase words that could have different meanings in other cultures or languages.
- Check assumptions around body language and other non-verbal communication. Be aware of culturally influenced behaviors and communication patterns that may impact how a candidate is perceived during the interview process.
- Do not view silence as a sign of disrespect or lack of knowledge. Silence may simply indicate they need a moment to process the question and formulate an answer. Language pacing and rhythm can vary greatly between cultures.
- Be prepared to re-phrase the question if candidate appears to have misunderstood the question.
- Minimal eye contact does not mean a lack of confidence or certainty when responding to interview questions. Some candidates may avoid eye contact with figures of authority as it is considered disrespectful in their culture.
- Some candidates will appear modest or humble. This is so especially when discussing personal accomplishments or uncomfortable talking about themselves due to a cultural orientation towards community over the individual. Based on their cultural upbringing, candidates may find it awkward to focus on them and may tend to speak about the group rather than the individual accomplishments. Rather than asking specifically for individual strengths, it may be more effective to ask candidates how they overcame obstacles or achieved results in previous jobs.

National Diversity, EE and Educational Inventories

The national inventories of diversity and EE organizations and educational institutions will allow for a more strategic hiring approach by enabling managers to identify specific organizations from which targeted pools of candidates can be accessed.

These inventories will be further developed and updated as consultations with diversity and EE organizations as well as with educational institutions continue across the country. Furthermore, additional information and search capabilities will be available in the SharePoint version of these inventories.

➤ **[National Inventory of Diversity & EE Employment Organizations](#)**

This inventory contains a list of organizations who offer employment services to diversity and EE groups from across the country. Services of interest to ESDC's hiring managers may include access to candidate pools, job posting, awareness training and on-the-job coaching.

➤ **[National Inventory of Educational Institutions](#)**

This inventory contains a list of educational institutions who offer programs of interest for ESDC and/or that have a focus on diversity and EE (i.e. Diversity and EE student bodies and programs of study).

National Inventory of Diversity & EE Employment Organizations

Groupe d'EE ciblé/ Targeted EE Group	Nom de l'organisme/ Organization Name	Site Web/ Website	Secteur/ Sector	Territoire/ Territory	Région où les services sont offerts/ Service Area	Personne-ressource/ Contact Person	Courriel/ Email	Clientèle/Clients	Bassin de candidats/Candidate Pool
Personnes handicapées/ Persons with Disabilities	FocusAbility	www.focusability.ca	Privé/Private	Provincial	Kamloops à/to Kelowna	Pearl Hiemstra Dan Hiemstra Katherine Paxton	pearl@focusability.ca dan@focusability.ca katherine@focusability.ca	<ul style="list-style-type: none"> Personnes ayant des capacités cognitives excellentes mais inégales (TSA, TDAH, DCA, TED-NS, SAF, syndrome d'Asperger, schizophrénie, trouble bipolaire) Persons with high functioning uneven cognitive abilities (ASD, ADHD, ADD, PDD-NOS, FAS, Aspergers Syndrome, Schizophrenia, Bipolar disorder) 	Oui
Personnes handicapées/ Persons with Disabilities	LiveWorkPlay - Employment Solutions Ottawa	http://liveworkplay.ca/gotjobs/	Sans but lucratif/Non-Profit Org	Régional/ Regional	Ottawa	Jen Soucy	jen@liveworkplay.ca	<ul style="list-style-type: none"> Personnes ayant une déficience intellectuelle Principalement des adultes (19 ans et plus); des services d'emploi aux jeunes sont toutefois offerts People with intellectual disabilities Mostly adults (19+) but does have youth employment services 	<p>Oui</p> <ul style="list-style-type: none"> Environ 150 personnes 10 à 15 % sont bilingues Diverses études <p>Yes</p> <ul style="list-style-type: none"> Approx. 150 individuals 10-15% are bilingual Mix of education
Personnes handicapées/ Persons with Disabilities	Performance Plus Soins en réadaptation Inc./ Performance Plus Rehabilitative Care Inc.	http://www.pprc.ca/en/home.aspx	Sans but lucratif/Non-Profit Org	National	Canada	Linda Simpson	lsimpson@pprc.ca	<ul style="list-style-type: none"> Personnes atteintes d'une déficience physique, psychologique ou développementale cherchant à entrer sur le marché du travail Peoples with physical, psychological or developmental disabilities looking to enter the workforce 	<p>Oui</p> <ul style="list-style-type: none"> 250 clients, la majorité ayant fait des études postsecondaires Les prospecteurs d'emploi font en jumelage entre les clients et les besoins de l'employeur <p>Yes</p> <ul style="list-style-type: none"> 250 clients with majority having a post-secondary education Job developers match clients with employer needs

Groupe d'EE ciblé/ Targeted EE Group	Nom de l'organisme/ Organization Name	Site Web/ Website	Secteur/ Sector	Territoire/ Territory	Région où les services sont offerts/ Service Area	Personne-ressource/ Contact Person	Courriel/ Email	Clientèle/Clients	Bassin de candidats/Candidate Pool
Personnes handicapées/ Persons with Disabilities	The Neil Squire Society	https://www.neilsquire.ca/	Sans but lucratif/Non-Profit Org	National	C.-B., Sask., Man., Alb., Ont., N.-B., N.-É./ BC, SK, MB, AB, ON, NB, NS	Cheryl Colmer	cherylc@neilsquire.ca	<ul style="list-style-type: none"> • Jeunes et adultes atteints de diverses déficiences (tout le spectre) • Âge des clients : de 15 ans à l'âge de la retraite • Youth and adults with a wide variety of disabilities (across the spectrum) • Age of clients ranges from 15 to retirement 	<p>Oui</p> <ul style="list-style-type: none"> • Maîtrise de la langue seconde variable selon la région • Large gamme d'études – du diplôme d'études secondaire au doctorat • Différents degrés d'objectifs professionnels <p>Yes</p> <ul style="list-style-type: none"> • Second language proficiency varies by region • Wide variety of education, from High School to PhD • Wide degree of occupation goals
Peuples autochtones/ Aboriginal Peoples	Association des femmes autochtones du Canada/Native Women Association of Canada	https://www.nwac.ca/	Sans but lucratif/Non-Profit Org	Provincial	Ontario	Beverly Blanchard Dan Peters Elizabeth Williams	bblanchard@nwac.ca dpeters@nwac.ca ewilliams@nwac.ca	<ul style="list-style-type: none"> • Femmes et filles autochtones • Indigenous women and girls 	<p>Oui</p> <ul style="list-style-type: none"> • Fait le suivi des femmes autochtones ayant un emploi ou non et de celles qui ont entrepris une formation. <p>Yes</p> <ul style="list-style-type: none"> • Keeps track of employed and unemployed Aboriginal women and those who have undertaken training.
Peuples autochtones/ Aboriginal Peoples	Collectivité inuite de Tungasuvvingat / Tungasuvvingat Inuit	http://tungasuvvingatnuit.ca/	Sans but lucratif/Non-Profit Org	National	Ontario	Amanda Kilabuk	employ_mgr@tungasuvvingatnuit.ca	<ul style="list-style-type: none"> • Population inuite d'Ottawa • Inuit population in Ottawa 	<p>Oui</p> <ul style="list-style-type: none"> • De nombreuses personnes n'ont pas de diplôme d'études secondaires. • Principalement anglophones. <p>Yes</p> <ul style="list-style-type: none"> • Many do not have a High School diploma • Mainly English
Peuples autochtones/ Aboriginal Peoples	Femmes de la nation métisse/ Women of the Metis Nation	http://metiswomen.org/	Sans but lucratif/Non-Profit Org	Provincial	Ontario	Jade Bourbonniere Tammy Webb Elaine Jeffery	JadeB@metisnation.org TammyW@metisnation.org ElaineJ@metisnation.org	<ul style="list-style-type: none"> • Clients métis de l'Ontario • Metis clients in Ontario 	<p>Oui</p> <ul style="list-style-type: none"> • Le bassin est composé à 70 % de jeunes. • Les études varient, mais de l'aide peut être fournie aux clients qui souhaitent obtenir leur diplôme d'études secondaires. <p>Yes</p> <ul style="list-style-type: none"> • Pool is 70% youth • Education varies but they can provide assistance to clients in completing their High School diploma

Groupe d'EE ciblé/ Targeted EE Group	Nom de l'organisme/ Organization Name	Site Web/ Website	Secteur/ Sector	Territoire/ Territory	Région où les services sont offerts/ Service Area	Personne-ressource/ Contact Person	Courriel/ Email	Clientèle/Clients	Bassin de candidats/Candidate Pool
Peuples autochtones/ Aboriginal Peoples	Nation métisse de la C.-B./ Metis Nation BC	http://www.mnbc.ca/	Sans but lucratif/Non-Profit Org	Provincial	Colombie-Britannique/ British Columbia	Arlene Lambert	alambert@mnbc.ca	<ul style="list-style-type: none"> • Principalement la population autochtone de la Colombie-Britannique, et toute personne qui a besoin d'aide. • Données démographiques : Principalement Autochtones urbains, 42 % des clients sont à l'université, 11 % sont au collège, 55 % des clients ont moins de 30 ans. • Primarily serve the Aboriginal population of BC, will also serve anyone who is seeking assistance. • Demographics: Mainly urban Aboriginal, 42% of clients are in University, 11% are in College, 55% of clients are under 30 years of age. 	<p>Oui</p> <ul style="list-style-type: none"> • La base de données comprend des renseignements sur les clients qui ont suivi ou terminé la formation au cours des sept dernières années. <p>Yes</p> <ul style="list-style-type: none"> • Database tracks information on clients who have taken or completed training within the past 7 years

National Inventory of Educational Institutions

Établissement scolaire/ Educational Institution	Site Web/Website	Type d'établissement/ Type of Institution	Langue d'enseignement/ Language of Instruction	Lieu/ Location	Région/ Region	Coordonnées des services d'emploi/Career Services Contact Information	Coop/Intern at/ Coop/Intern	Domaines d'études d'intérêt/ Fields of Study of Interest	Information liée à la diversité/ Diversity Information	Coordonnées/Contact Information	SM champions des relations universitaires/ DM University Champion
Université Carleton/ Carleton University	http://carleton.ca/	Université- University	Anglais-English	Ottawa, Ontario	RCN/NCR	https://carleton.ca/career/for-employers/ 613-520-6611 career@carleton.ca	Oui- Yes	Études autochtones Analyse des données/ Indigenous Studies Data Analytics	Centre for Indigenous Initiatives Paul Menton Centre for Students with Disabilities Gender & Sexuality Resource Centre	https://carleton.ca/indigenous/about-us/ https://carleton.ca/pmc/ http://www.cusaonline.ca/services/servicecentres/gsrc/	Helena Borges
Université Concordia	http://www.concordia.ca/	Université- University	Anglais-English	Montréal, Québec	Québec/ Quebec	https://www.concordia.ca/students/success/career-planning-services/employeurs.html 514-848-2424 (7345) caps@concordia.ca	Oui- Yes	Analyse des données/ Data Analytics	Centre de ressources des étudiants autochtones Études des peuples autochtones/ Aboriginal Student Resource Centre First Peoples Studies	http://www.concordia.ca/students/aboriginal.html https://www.concordia.ca/artsci/eap/c/programmes/etudes-peuples-autochtones.html	David McGovern
Université d'Ottawa/ University of Ottawa	http://www.uottawa.ca/	Université- University	Anglais-English Français-French	Ottawa, Ontario	RCN/NCR	https://www.uottawa.ca/centre-re-developpement-carriere/employeurs 613-562-5806 cdc@uOttawa.ca	Oui- Yes	Analyse des données Programmes de soins infirmiers/ Data Analytics Nursing Programs	Centre de ressources autochtones Bureau des droits de la personne	http://sass.uottawa.ca/fr/autochtones https://www.uottawa.ca/respect/fr/diversite-inclusion	Nada Semaan
Université Dalhousie/ Dalhousie University	https://www.dal.ca/	Université- University	Anglais-English	Halifax, N.-É./ NS	ATL	https://www.dal.ca/campus_life/career-and-leadership/employerservices.html 902-494-3537 cldc@dal.ca	Oui- Yes	Analyse des données/ Data Analytics	Aboriginal Student Centre (ASC) Black Student Centre LGBTQ+	https://www.dal.ca/campus_life/communities/native.html https://www.dal.ca/campus_life/communities/black-student-advising.html https://www.dal.ca/campus_life/health-and-wellness/lgbtq.html	Graham Flack

Établissement scolaire/ Educational Institution	Site Web/Website	Type d'établissement/ Type of Institution	Langue d'enseignement/ Language of Instruction	Lieu/ Location	Région/ Region	Coordonnées des services d'emploi/ Career Services Contact Information	Coop/Intern at/ Coop/Intern	Domaines d'études d'intérêt/ Fields of Study of Interest	Information liée à la diversité/ Diversity Information	Coordonnées/Contact Information	SM champions des relations universitaires/ DM University Champion
Université de Calgary/ University of Calgary	http://www.ucalgary.ca/	Université- University	Anglais-English	Calgary, Alberta	O.-T./ W-T	https://www.ucalgary.ca/careers/employers 403-220-8020 recruit@ucalgary.ca	Oui- Yes	Analyse des données/ Data Analytics	Native Centre The Q Centre	https://www.ucalgary.ca/nativecentre/ https://www.su.ucalgary.ca/programs-services/student-services/the-q-centre/	Daniel Watson
Université de Guelph/ University of Guelph	http://www.uoguelph.ca/	Université- University	Anglais-English	Guelph, Ontario	Ontario	https://www.recruitguelph.ca/cecs/employers-institutions 519-824-4120 (52323) recruit@uoguelph.ca	Oui- Yes	Analyse des données/ Data Analytics	Aboriginal Resource Centre Diversity and Human Rights Centre	https://studentlife.uoguelph.ca/aboriginal/arc https://www.uoguelph.ca/diversity-human-rights/	Daniel Watson
Université de l'Alberta/ University of Alberta	https://www.ualberta.ca/	Université- University	Anglais-English	Edmonton, Alberta	O.-T./ W-T	https://www.ualberta.ca/career-centre/employers 780-492-4298 780-492-3462 780-492-4248 anthony.pangilinan@ualberta.ca tonya.whelan@ualberta.ca colin.mcguinness@ualberta.ca	Oui- Yes	Analyse des données/ Data Analytics	Faculty of Native Studies Native Studies Student Association University of Alberta Sexual and Gender Diversity	https://www.ualberta.ca/native-studies https://sites.google.com/a/ualberta.ca/nssa/ https://www.ualberta.ca/sexual-gender-diversity	Ron Parker
Université de la Colombie-Britannique/ University of British Columbia	https://www.ubc.ca/	Université- University	Anglais-English	Vancouver, C.-B./BC	O.-T./ W-T	https://students.ubc.ca/about-student-services/employers recruit.talent@ubc.ca	Oui- Yes	Analyse des données Études autochtones/ Data Analytics Indigenous Studies	First Nations Studies et First Nations Community Equity and Inclusion Office	http://fnis.arts.ubc.ca/ http://fnis.arts.ubc.ca/community/ http://equity.ubc.ca/	Timothy Sargent
Université de la Saskatchewan/ University of Saskatchewan	https://www.usask.ca/	Université- University	Anglais-English	Saskatoon, Saskatchewan	O.-T./ W-T	https://www.usask.ca/secc/employers.php 306-966-5003 secc@usask.ca	Oui- Yes	Études autochtones/ Indigenous Studies	Indigenous Studies Program Aboriginal Students Centre Pride Centre	http://artsandscience.usask.ca/indigenoustudies/ https://students.usask.ca/aboriginal/asc.php https://ussu.ca/main-page/centres/pride-centre/	Dylan Jones
Université de Montréal/Univer sity of Montreal	http://www.umontreal.ca	Université- University	Français-French	Montréal, Qc	Québec/ Quebec	http://www.cesar.umontreal.ca/emploi/employeur/index.htm 514-343-6736 emploi@sae.umontreal.ca	Oui- Yes	Analyse des données Études autochtones/ Data Analytics Indigenous Studies	Programmes en études autochtones Ok8api - Cercle autochtone de l'UdeM	http://anthropo.umontreal.ca/programmes-cours/programmes-de-1er-cycle/etudes-autochtones/ https://cercleok8api.wordpress.com/a-propos/	Hélène Laurendeau

Établissement scolaire/ Educational Institution	Site Web/Website	Type d'établissement/ Type of Institution	Langue d'enseignement/ Language of Instruction	Lieu/ Location	Région/ Region	Coordonnées des services d'emploi/ Career Services Contact Information	Coop/ Intern at/ Coop/ Intern	Domaines d'études d'intérêt/ Fields of Study of Interest	Information liée à la diversité/ Diversity Information	Coordonnées/Contact Information	SM champions des relations universitaires/ DM University Champion
Université de Sherbrooke	https://www.usherbrooke.ca/	Université- University	Français-French	Montréal, Qc	Québec/ Quebec	https://www.usherbrooke.ca/emplois/#c164898-1 819-821-7747 placement@USherbrooke.ca	Oui- Yes	Analyse des données/ Data Analytics	Association des gais, lesbiennes et bisexuel(le)s de l'université de Sherbrooke	http://aglebus.association.usherbrooke.ca/	Gérald Cossette
Université de Toronto/ Univeristy of Toronto	https://www.utoronto.ca/	Université- University	Anglais-English	Toronto, Ontario	Ontario	https://www.studentlife.utoronto.ca/cc 416-978-8000 employer@mail.careers.utoronto.ca	Oui- Yes	Analyse des données Programmes de soins infirmiers/ Data Analytics Nursing Programs	Sexual & Gender Diversity Office Aboriginal Student Services	http://sgdo.utoronto.ca/ https://www.studentlife.utoronto.ca/fnh	Ian Shugart
Université de Waterloo/ University of Waterloo	https://uwaterloo.ca/	Université- University	Anglais-English	Waterloo, Ontario	Ontario	https://uwaterloo.ca/hire/ 519-888-4026 hire.talent@uwaterloo.ca	Oui- Yes	Analyse des données/ Data Analytics	Waterloo Aboriginal Education Centre	https://uwaterloo.ca/stpauls/waterloo-aboriginal-education-centre/our-staff/aboriginal-student-association	Yaprak Baltacioğlu
Université du Québec à Montréal	https://uqam.ca/	Université- University	Français-French	Montréal, Qc	Québec/ Quebec	https://vie-etudiante.uqam.ca/employer/nouvelles-et-ressources.html 514-987-7714 offres.emploi@uqam.ca	Oui- Yes	Analyse des données/ Data Analytics	Cercle des premières nations de l'UQAM Groupes multiculturels et communautaires de l'UQAM	https://www.facebook.com/cpn.uqam.ca/?fref=ts https://vie-etudiante.uqam.ca/etudiant-etranger/accueil-integration/groupes-etudiants/28-activites-etudiantes/bottin/286-multiculturels-et-communautaires.html	Manon Brassard
Université du Québec en Abitibi-Témiscamingue	http://www.uqat.ca/	Université- University	Français-French	Val-d'Or, Qc Rouyn-Noranda, Qc	Québec/ Quebec	http://www.uqat.ca/stages/	Oui- Yes	Études autochtones/ Indigenous Studies	Premiers Peuples/ Premiers Peuples	http://www.uqat.ca/services/premier-speuples/	
Université Lakehead/ Lakehead University	https://www.lakeheadu.ca/	Université- University	Anglais-English	Thunder Bay, Ontario	Ontario	https://www.lakeheadu.ca/current-students/student-success-centre/employer-services 807-343-8018	Oui- Yes	Études autochtones/ Indigenous Studies	Indigenous Learning Aboriginal Cultural & Support Services	https://www.lakeheadu.ca/academic/departments/indigenous-learning https://www.lakeheadu.ca/current-students/student-services/tb/aboriginal-services	Philip Jennings
Université Laurentian/ Laurentian University	https://laurentian.ca/	Université- University	Anglais-English Français-French	Sudbury, Ontario	Ontario	https://laurentian.ca/career-employment-centre 705-673-6598 careeremploymentcentre@laurentian.ca	Oui- Yes	Soins infirmiers/ Nursing Studies Analyse de données/ Data Analytics	Indigenous Student Affairs Indigenous Studies Equity, Diversity and Human	https://laurentian.ca/indigenous-student-affairs https://laurentian.ca/program/indigenous-studies https://laurentian.ca/equity-diversity-and-human-rights	Benoît Robidoux

Établissement scolaire/ Educational Institution	Site Web/Website	Type d'établissement/ Type of Institution	Langue d'enseignement/ Language of Instruction	Lieu/ Location	Région/ Region	Coordonnées des services d'emploi/ Career Services Contact Information	Coop/ Intern at/ Coop /Intern	Domaines d'études d'intérêt/ Fields of Study of Interest	Information liée à la diversité/ Diversity Information	Coordonnées/Contact Information	SM champions des relations universitaires/ DM University Champion
								Études autochtones/ Indigenous Studies	Rights		
Université Laval	https://www.ulaval.ca/	Université- University	Français-French	Québec, Qc	Québec/ Quebec	http://www.spla.ulaval.ca/ 418-656-3575 spla@spla.ulaval.ca	Oui- Yes	Analyse des données Études autochtones/ Data Analytics Indigenous Studies	L'association étudiante autochtone de l'Université Laval Groupe gai de l'Université Laval Certificat en études autochtones	autochtone@asso.ulaval.ca http://www.ggul.org/ https://www.ulaval.ca/les-etudes/programmes/repertoire/details/certificat-en-etudes-autochtones.html	Jean-François Tremblay
Université McGill	http://www.mcgill.ca/	Université- University	Anglais-English	Montréal, Qc	Québec/ Quebec	http://www.mcgill.ca/caps/fr/employers 514-398-3304 (0653) josie.capizzi@mcgill.ca	Oui- Yes	Analyse des données/ Data Analytics	Indigenous Studies Program Social Equity and Diversity Education Office	http://www.mcgill.ca/indigenous/fr https://www.mcgill.ca/equity_diversity/students/links/lgbttg	Paul Rochon
Université McMaster/ McMaster University	http://www.mcmaster.ca/	Université- University	Anglais-English	Hamilton, Ontario	Ontario	http://ssp.mcmaster.ca/ 905-525-9140 (23035) careers@mcmaster.ca	Oui- Yes	Analyse des données Études autochtones Soins infirmiers/ Data Analytics Indigenous Studies Nursing	Equity and Inclusion Office Student Resources, Indigenous Studies Office, and the Community	https://equity.mcmaster.ca/ https://indigenous.mcmaster.ca/indigenous-service-and-community	James Meddings
Université Queen's/ Queen's University	http://www.queensu.ca/	Université- University	Anglais-English	Kingston, Ontario	Ontario	http://careers.queensu.ca/employers-recruiters 613-533-6189 qocr@queensu.ca	Oui- Yes	Analyse des données/ Data Analytics	Human Rights Office Aboriginal Council of Queen's University	http://www.queensu.ca/humanrights/ http://www.queensu.ca/aboriginalcouncil/programs-and-services/services	Malcolm Brown
Université Ryerson/ Ryerson University	www.ryerson.ca	Université- University	Anglais-English	Toronto, Ontario	Ontario	http://www.ryerson.ca/career/employers/ 416-979-5177 hire@ryerson.ca	Oui- Yes	Analyse des données/ Data Analytics	Equity, Diversion and Inclusion Office	http://www.ryerson.ca/equity/	Richard Wex
Université Saint Mary's/Saint Mary's University	http://www.smu.ca/	Université- University	Anglais-English	Halifax, N.-É./NS	ATL	http://www.smu.ca/campus-life/employment-for-employers.html 902-420-5499 HireSMU@smu.ca	Oui- Yes	Analyse des données/ Data Analytics	Plusieurs sociétés et clubs culturels /Several cultural societies and	http://www.smu.ca/campus-life/clubs-and-societies.html	

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									clubs		
Université Memorial de Terre-Neuve/Memorial University of Newfoundland	http://www.mun.ca	Université-University	Anglais-English	St. Johns, T.N./NL	ATL	https://www.mun.ca/cdel/Recruiters_Employers/709-864-2033 careerdevelopment@mun.ca	Oui-Yes	Études autochtones/ Indigenous Studies Soins infirmiers/Nursing Studies	Glenn Roy Blundon Centre for Students with Disabilities Aboriginal Resource Office	http://www.mun.ca/blundon/about/index.php http://www.mun.ca/aro/	Leslie MacLean
Université St. Thomas/St. Thomas University	http://w3.stu.ca/stu/	Université-University	Anglais-English	Fredericton, N.-B./NB	ATL	https://www.stthomas.edu/careerdevelopment/employers/ 651-962-6761 https://www.stthomas.edu/careerdevelopment/contact/	Oui-Yes		Wabanaki Resource Centre	http://wp.stu.ca/aboriginaleducation/portfolio/wabanaki-student-centre/	
Université Trent/Trent University	https://www.trentu.ca/	Université-University	Anglais-English	Peterborough, Ontario	Ontario	https://www.trentu.ca/careers/employers.php 705-748-1011 (6012) worklink@trentu.ca	Oui-Yes	Études autochtones/ Indigenous Studies	Chanie Wenjack School for Indigenous Studies Trent Queer Collective	https://www.trentu.ca/indigenoustudies/ http://www.trentqueercollective.com/about-us/	Tina Namiesniowski
Université Western/Western University	http://uwo.ca/	Université-University	Anglais-English	London, Ontario	Ontario	http://www.success.uwo.ca/about/program_directory/audience_type.html#Employer 519-661-3559 successcentre@uwo.ca	Oui-Yes	Analyse des données/ Data Analytics	Indigenous Services First Nations Studies Equity & Human Rights Services	http://indigenous.uwo.ca/ http://firstnationsstudies.uwo.ca/ http://www.uwo.ca/equity	Bob Hamilton
Université Wilfrid Laurier/Wilfrid Laurier University	https://wlu.ca/	Université-University	Anglais-English	Waterloo, Ontario	Ontario	https://navigator.wlu.ca/career/employers/home.htm 519-884-0710 (4495) careercentre@wlu.ca	Oui-Yes	Analyse des données Études autochtones/ Data Analytics Indigenous Studies	Indigenous Initiatives and Services	https://students.wlu.ca/student-life/indigenous-initiatives-and-services/index.html	Peter Boehm
Université York/York University	http://www.yorku.ca/	Université-University	Anglais-English	Toronto, Ontario	Ontario	http://careers.yorku.ca/employers/ 416-736-5351 career@yorku.ca	Oui-Yes	Analyse des données Études multiculturelles et autochtones/ Data Analytics	Centre for Human Rights, Equity and Inclusion	http://rights.info.yorku.ca/	John Forster

Établissement scolaire/ Educational Institution	Site Web/Website	Type d'établissement/ Type of Institution	Langue d'enseignement/ Language of Instruction	Lieu/ Location	Région/ Region	Coordonnées des services d'emploi/ Career Services Contact Information	Coop/Intern at/ Coop/Intern	Domaines d'études d'intérêt/ Fields of Study of Interest	Information liée à la diversité/ Diversity Information	Coordonnées/Contact Information	SM champions des relations universitaires/ DM University Champion
								Multicultural and Indigenous Studies			

Annex C: Considerations and Recommended Practices for Managers Related to Onboarding, Development and Retention, Systemic Barriers, and Fostering an Inclusive Culture

Onboarding, Development and Retention

- Implement the following measures to better support employees:
 - Ensuring regular contact with manager;
 - Mentoring (may include mentor from the same EE group);
 - Communities of Practice;
 - Workplace Peer Buddy;
 - Mandatory Learning^{vii};
 - [Onboarding Toolkit](#);
 - Talent Management;
 - Job Shadowing;
 - Micro-missions.
- Where possible, allow flexible hours of work, telework and other arrangements, to offer better work-life balance.
- Ensure appropriate follow-up with Public Service Pay Centre and new employees and inform employees of possible measures to alleviate the financial burden (i.e. pay advance).

Additional Considerations for Inclusion

- When onboarding new employees, connect them with ESDC's employee networks (such as the [Employees with Disabilities Network](#), the [Employee Pride Network](#) and the [Indigenous Employee Circle](#)) to ensure optimum working conditions while respecting cultural needs.
- Connect with [diversity and EE organizations](#) which can offer community support for integration and retention.

Systemic Barriers and Duty to Accommodate

- Consult and obtain information and available tools on the duty to accommodate process and share with employees^{viii}.
- Start the duty to accommodate process as early as possible and consult the [Duty to Accommodate](#) guidelines.
- Seek personal coaching services on the job (for managers) as well as pre-sensitivity and awareness training (for employees and managers) from specialized organizations, such as LiveWorkPlay and Performance Plus Rehabilitative Care Inc. in the National Capital Region (see the [National Inventory of EE Employment Organizations](#) for other regions).
- Communicate with the educational institutions for information on the accommodations offered and their best practices to facilitate the integration of new employees requiring accommodation in the workplace.

^{vii} Ensure that mandatory training is accessible with adaptive technology (e.g., WebEx, Flash).

^{viii} Commitment identified in the [2017-2020 Diversity and Employment Equity Action Plan](#).

Fostering an Inclusive Culture

- Ensure that all employees complete the mandatory diversity on-line course *The Richness of our Differences*^{ix}.
- Managers may identify other courses, such as:
 - Canada School of Public Service (CSPS) *Find the Right Fit Using an Objective Eye* (C139) online course to support unbiased hiring approaches;
 - College@ESDC *Decoding Disability* (25458) online course to raise general awareness towards disability, including mental illness;
 - CSPS *Indigenous Learning Curriculum* (recommendation 57 of the Truth and Reconciliation Commission Final Report);
 - *Positive Space Initiative* training (in partnership with the College@ESDC and the ESDC Employee Pride Network) to support enhanced awareness of LGBTQ+ issues within the Department;
 - ESDC training for managers on Duty to Accommodate; and
 - Organization of Joint Learning Program workshops in collaboration with the Public Service Alliance of Canada.

Additional Considerations for Inclusion

- Managers can provide time, pending operational requirements, needed to plan, coordinate and participate in activities organized by employee networks.^x
- Managers may want to start their meetings/events by saying “*We would like to acknowledge that the meeting/event is taking place on unceded [Algonquin] territory. We thank this Nation.*”
- Managers may also refer to the following resources for more information on Aboriginal cultures:
 - Kumik Logde (INAC) <http://www.aadnc-aandc.gc.ca/eng/1100100013748/1100100013749>
 - Canadian Museum of History – First Peoples’ Hall <http://www.historymuseum.ca/event/first-peoples-hall/>
 - Wabano Centre <http://wabano.com/>
 - Dumont Institute <https://gdins.org>
 - LEPAGE, Pierre (2009) *Aboriginal Peoples, Fact and Fiction*, Université Québec à Montréal
 - Calls to Action http://nctr.ca/assets/reports/Calls_to_Action_English2.pdf
- Leverage the work of the Engaging Indigenous Youth Pilot Project, aimed at raising awareness of Aboriginal students across the country about post-secondary student programs and career opportunities with the FPS before they enroll in a post-secondary institution.
- Managers may refer to activities identified in the [2017-2020 DEEAP](#)^{xi} to address gap of Aboriginal Peoples and visible minorities in the EX category (e.g. group mentoring program specific to Aboriginal employees and specific to visible minorities, in which a mentor from the same employment equity group may be available).

^{ix} Commitment identified in the [2017-2020 Diversity and Employment Equity Action Plan](#).

^x Refer to Roles and Responsibilities in the [2017-2020 Diversity and Employment Equity Action Plan](#).

^{xi} Commitment identified in the [2017-2020 Diversity and Employment Equity Action Plan](#).