

# OFFICIAL LANGUAGES SELF-ASSESSMENT GUIDE FOR MANAGERS

## Unilingual Regions for Language of Work Purposes

### Introduction

The purpose of this guide is to enable managers who are located in a unilingual region for language of work purposes and who provide supervision to employees located in that unilingual region to evaluate the official languages situation in their area of responsibility.

Note: For managers who are located in a unilingual region and who provide supervision to employees located in bilingual regions, please refer to the document entitled [Official Languages Self-Assessment Guide for Managers Bilingual Regions for Language of Work Purposes](#)

The guide poses a series of questions which will allow them to assess the performance of their organization or unit in terms of its official languages responsibilities. In consideration of the results of this self assessment, it is the responsibility of the manager to take the necessary action(s) to correct or improve the situation by preparing an action plan with measurable activities and timelines.

The questions are divided into 3 parts:

- I. Language of Work in Unilingual Regions;
- II. Equitable Participation; and
- III. Program Management.

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### **Part I – Language of Work in Unilingual Regions**

For unilingual regions, the language of work is the one that predominates in the province or territory where the work unit is located. There are, however, some exceptions. Therefore **managers in a unilingual region for language of work purposes** who provides supervision to employees located in that unilingual region must ensure the following obligations are respected.

*Service Canada's unilingual regions are all those regions **not identified below**.*

- The National Capital Region
- New Brunswick
- Parts of the Metropolitan Region of Montréal
- Parts of the Eastern Townships, the Gaspé Peninsula and West Quebec
- Parts of Northern and Eastern Ontario including the counties of Algoma, Cochrane, Nipissing, Sudbury, Timiskaming, and Glengarry, Prescott-Russell and Stormont-Dundas

#### **Reference Documents and Tools**

Policy on Official Languages

<http://www.tbs-sct.gc.ca/pol/doc-eng.aspx?id=26160>

- Directive on Official Languages for Communications and Services  
<http://www.tbs-sct.gc.ca/pol/doc-eng.aspx?id=26164>

Official Languages intranet site

[http://iservice.prv/eng/official\\_languages/topics/lang\\_work\\_equit\\_part\\_staff.shtml](http://iservice.prv/eng/official_languages/topics/lang_work_equit_part_staff.shtml)

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Obligation	Yes	No	N/A	If no, indicate the remedial action planned	Deadline
1. Do employees in bilingual positions have access to regularly and widely used work tools available in the office in both official languages? <ul style="list-style-type: none"> <li>▫ Reference Tools?</li> <li>▫ Directives and Policies?</li> </ul>					
2. Do employees in bilingual positions have access to regularly and widely used job-related software and user manuals in both official languages?					
3. Is every reasonable effort made to provide all employees in bilingual positions with training in their preferred official language?					
4. Are employees aware and able to, whether they occupy a bilingual or a unilingual position, file grievances in their preferred official language?					
5. Do I ensure that employees/candidates are aware and able to; whether they occupy a bilingual or a unilingual position, participate in a selection process in their preferred official language?					
6. When my organization sends national communications and documents for consultation or discussion to all regions, are they distributed simultaneously in both official languages and of equal quality?					

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**Part II – Equitable Participation**

Under the *Official Languages Act*, the federal government is committed to ensuring that English-speaking and French-speaking Canadians, without regard to their ethnic origin or first language learned, have equal opportunities to obtain employment and advancement in federal institutions, and that the composition of the workforce of federal institutions reflect the presence of both official

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languages communities in Canada, taking into consideration their mandate, the public they serve, and their location. Federal institutions and their managers, therefore, have a duty to support this commitment by ensuring that employment opportunities are open to all English-speaking and French-speaking Canadians.

### Reference Document

Equitable Participation – Part VI of the *Official Languages Act*  
<http://laws-lois.justice.gc.ca/eng/acts/O-3.01/page-10.html>

Obligation	Yes	No	N/A	If no, indicate the remedial action planned	Deadline
1. Does my workforce reflect the presence of both official language communities in the region in which it is located?					
2. When I staff a position, do I try to attract candidates from both linguistic groups?					

**NOTE: Some staffing approaches are UNACCEPTABLE. Please respond to the following:**

Obligation	Yes	No	N/A	If no, indicate remedial action planned
Do I: <ul style="list-style-type: none"> <li>▫ set recruitment quotas?</li> <li>▫ set aside jobs for members of the two linguistic groups?</li> <li>▫ identify the language requirements of positions based on the linguistic group I want to attract?</li> </ul>				
If you answered yes to any of the above questions, the staffing approach you take is inappropriate and unacceptable. You are not providing equal opportunities for employment and advancement to members of both linguistic groups. You must review the policy on equitable participation.				

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### Part III – Program Management

Managers are responsible for:

- objectively determining the official language requirements of positions in their office.
- managing processes which support the official languages program, namely:
  - i) the bilingualism bonus;
  - ii) language training; and
  - iii) translation.

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### Reference Documents and Tools

Policy on Official Languages

<http://www.tbs-sct.gc.ca/pol/doc-eng.aspx?id=26160>

- Directive on Official Languages for People Management  
<http://www.tbs-sct.gc.ca/pol/doc-eng.aspx?id=26168>
- Bilingualism Bonus Directive  
[http://www.tbs-sct.gc.ca/pubs\\_pol/hrpubs/OffLang/4-6\\_E.asp](http://www.tbs-sct.gc.ca/pubs_pol/hrpubs/OffLang/4-6_E.asp)

Linguistic Needs Designator Tool

<http://publiservice.tbs-sct.gc.ca/ollo/AppOll0/LP-PL/index.aspx?Lang=EN>

The Official Languages Exclusion Order

<http://laws-lois.justice.gc.ca/eng/regulations/SI-2005-118/index.html>

Second Language Evaluation (SLE) – Personnel Psychology Centre

<http://www.psc-cfp.gc.ca/ppc-cpp/sle-els/index-eng.htm>

Free second-language e-learning products

<http://www.csps-efpc.gc.ca/cat/mod-eng.asp?Mod=5>

[http://intracom.hq-ac.prv/sc-college/eng/official\\_languages.shtml](http://intracom.hq-ac.prv/sc-college/eng/official_languages.shtml)

Obligation	Yes	No	N/A	If no, indicate the remedial action planned	Deadline
1. Do the language requirements and linguistic profiles of the positions in my organization correspond to the work required and are they based on actual needs?					
2. Before staffing positions, do I review and set the language requirements and linguistic profiles objectively? <ul style="list-style-type: none"> <li>▫ Have I taken into account that imperative staffing is the norm for bilingual positions?</li> <li>▫ Have I taken the necessary steps to have a non-imperative language requirement approved? (See use of non-imperative staffing <a href="http://publiservice.tbs-sct.gc.ca/pol/doc-eng.aspx?id=12525">http://publiservice.tbs-sct.gc.ca/pol/doc-eng.aspx?id=12525</a>)</li> </ul>					

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Obligation	Yes	No	N/A	If no, indicate the remedial action planned	Deadline
<p>3. Do I have employees in bilingual positions staffed non-imperatively who do not meet the language profile of their position?</p> <p>a) Have I implemented administrative measures to ensure the bilingual duties are met?</p> <p>b) Do they have a language training plan?</p> <p>c) Once the training is completed, have I asked them to retake the Second Language Evaluation (SLE) test?</p> <p>d) If at the end of the two-year period, they have not attained the required level of language proficiency, have I deployed or appointed them to a position for which they meet the essential qualifications including linguistic and staffed the position with a bilingual employee?</p> <p>In case of re-identification of position language requirements, a, b and c are applicable. In case of reclassification of position, you may consult your official languages advisor or your human resources advisor.</p>					
<p>4. Do I ensure that employees who are entitled to the bilingualism bonus receive it?</p>					
<p>5. Do my employees have the opportunity to maintain their language skills after they return from language training?</p>					
<p>6. Do I encourage my employees to take language training for personal and career development?</p>					

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Obligation	Yes	No	N/A	If no, indicate the remedial action planned	Deadline
7. Do I use learning project codes in order to capture language training costs and number of employees taking language training as accurately as possible in accordance with the <i>Policy on Official Languages for Human Resources Management</i> ?  ▫ Are both training forms ( <u>GC 211</u> and <u>HRB2791B</u> ) completed by employees taking language training?					
8. Do I have all documents translated which should be available in both official languages?  ▫ Do I have a process to ensure the quality of each version is equal?					
9. Do I have a recruitment/learning strategy to address my official languages obligations?					

***For advice, please do not hesitate to contact your human resources advisor.***