**Professional Institute of the
Public Service of Canada (PIPS)**

Employment Equity Training Panelist & Co-facilitation

**Facilitator:
Angelo Mangatal
Director Special Projects NCVM**

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List of Participants

Introduction

Angelo Mangatal (Facilitator)

Professional Background/Experience:

- ➢ Vice-President, Local, Canadian Auto Workers (CAW) Union
- ➢ Sector Representative Visible Minority Advisory Committee (VMAC) NRCan
- ➢ Employer Representative (Facilitator) on the JLP (TBS/PSAC) Program
- ➢ National Treasurer, National Council of Visible Minorities in the Federal Public Service (NCVM)
- ➢ Director, Operations NCVM/Director Special Projects, NCVM
- ➢ Vice-President (PIPS) LMCC, NRCan
- ➢ Ex-officio Member Visible Minority Champions DM Committee (VMCC)

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NRCan/CRA Background
Labor/Management Consultation experience

- ➤ **Representing as sector lead NRCan (LMCC)**

- ➤ **Developed - NRCan – Sector: LMCC -TOR**

- ➤ **Knowledge of Office of Conflict Resolution vs. Grievances, principles and concepts**

- ➤ **EE HR Staffing Expertise (PSMA)**

- ➤ **PIPS Steward Expertise – grievances, EE, coaching, knowledge, organizational awareness**

- ➤ **Knowledge of DPR, HR Plans (EE plans): Mentoring programs, appointment frameworks, succession planning, targeted recruitment, etc.**

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Panel Discussion: Purpose
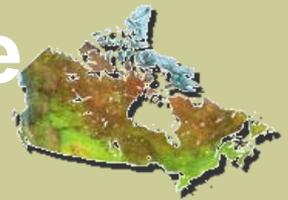
➢ **To stimulate thinking around issues of diversity and human rights**

➢ **To examine what is meant by diversity and why "diversity competence" is an individual and organizational necessity (Primary/Secondary Dimensions)**

➢ **To improve the knowledge and skills of participants for working within core principles and guidelines of FPS**

Knowledge and understanding is a critical step and provides a significant opportunity, to clarify (and build mutual respect for) common and divergent cultural influences

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There are six primary dimensions of diversity:

- **age**
- **ethnicity**
- **gender**
- **physical and mental abilities**
- **sexual orientation**

These six primary dimensions are independent core elements. Together, they shape our basic self-image as well as our fundamental worldview.

Secondary Dimensions of Diversity

Secondary Dimensions of Diversity
- they include, but are not limited to:

- ➢ **educational background**
- ➢ **geographic location**
- ➢ **income**
- ➢ **marital status**
- ➢ **parental status**
- ➢ **religious beliefs**
- ➢ **work experience**

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JLP Background

Program Elements:

➢ **day-to-day relationships between management and employees rarely get the regular attention and reflection that it deserves – <u>modes of behaviors</u> within organizations develop as an accumulation of the experiences shared together and peoples <u>attitudes towards each other</u>.**

➢ **learning events in this session are based on the <u>methods and methodology of experiential learning</u>.**

➢ **learners are encouraged to think for themselves and discover their own answers to their issues and pre-conceptions, <u>the focus is on "learning"</u> rather than "teaching".**

*JLP, TBS/PSAC

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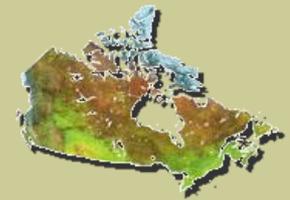
Our Purpose

- ➤ **Building community to act collectively to improve our members' lives.**

Our Mandate

- ➤ **to provide the highest quality representation to members collectively and individually**
- ➤ **providing effective bargaining, labor relations/other services**
- ➤ **actively promoting & defending members rights & interests**
- ➤ **vigorously safeguarding and promoting professional standards.**

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Our Values

➢ Respect in our dealings with members, employees, colleagues, and employers - being sensitive and responsive to the rights of individuals.

➢ Integrity as a cornerstone of our organization - Institute and its members act with honesty and fairness based on principles.

➢ Co-operation as the foundation for meeting the challenges of the future. It means building partnerships and working together toward common goals.

➢ Accountability as our commitment to ensure all of our values are respected. It means informing our members of our actions and being answerable to them for those actions.

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PIPS on EE

- ➢ **Public Service Commission (PSC) 2006-07 *Annual Report* - recruitment rate for visible minorities decreasing steadily for four consecutive years**

- ➢ **same is true for Aboriginal peoples.**

- ➢ **Despite the fact that 25% of the applications came from visible minorities**

- ➢ **PSC -"Among all applicants, visible minorities were the most educated, with over half of them having completed Bachelor or higher degrees."**

Values-based Leadership & Organizational Culture

➢ **Public Service leaders embody public service values and ethics and foster a culture of integrity and respect in their organizations, as measured by:**

  ➢ Organizational performance for each family of Public Service values, as defined in the Values and Ethics Code for the Public Service

  ➢ Extent to which leaders foster a culture of respect and integrity

  ➢ Extent to which the organization maintains and promotes appropriate, accessible avenues for disclosure of wrongdoing

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MAF IS…

A vision for good management.

➢ It defines the conditions that need to be in place to ensure government is well-managed and to promote management excellence.

A process.

➢ This process includes annual MAF assessments of most departments and agencies, engagement between deputy heads and TBS/PSHRMAC where warranted, joint agreement on specific management improvement action plans and ultimately public reporting on the state of management.

An analytical tool.

➢ The government uses MAF assessments to identify management strengths and weaknesses in individual departments and agencies and ultimately on a government wide basis.

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Federal Public Service Values

Public Service Values

Through their actions, departmental leaders continually reinforce the importance of public service values and ethics in the delivery of results to Canadians (e.g. democratic, professional, ethical and people values).

Governance and Strategic Directions

The essential conditions — internal coherence, corporate discipline and alignment to outcomes — are in place for providing effective strategic direction, support to the minister and Parliament, and the delivery of results.

Policy and Programs

Departmental research and analytic capacity is developed and sustained to assure high quality policy options, program design and advice to ministers.

People

The department has the people, work environment and focus on building capacity and leadership to assure its success and a confident future for the Public Service of Canada.

Citizen-focussed Service

Services are citizen-centred, policies and programs are developed from the "outside in", and partnerships are encouraged and effectively managed.

Risk Management

The executive team clearly defines the corporate context and practices for managing organizational and strategic risks proactively.

Stewardship

The departmental control regime (assets, money, people, services, etc.) is integrated and effective, and its underlying principles are clear to all staff.

Accountability

Accountabilities for results are clearly assigned and consistent with resources, and delegations are appropriate to capabilities.

Results and Performance

Relevant information on results (internal, service and program) is gathered and used to make departmental decisions, and public reporting is balanced, transparent, and easy to understand.

Learning, Innovation and Change Management

The department manages through continuous innovation and transformation, promotes organizational learning, values corporate knowledge, and learns from its performance.

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Workplace

➢ **a fair workplace;**

➢ **an enabling workplace; and**

➢ **a healthy and safe workplace**

Workforce

➢ **a productive workforce;**

➢ **a principled workforce;**

➢ **a sustainable workforce; and**

➢ **an adaptable workforce**

Healthy Workplace Indicators
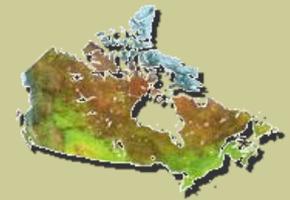
Indicators of a Healthy Workplace:

- respect
- interesting and meaningful work
- opportunities for skill development
- work-life balance and good communications.

Leadership

- Improving the "how" we work together as an everyday challenge to leadership in promoting teamwork
- Coaching focused on commitment to understand the power of language in the workplace "changing the conversation in the public service"

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Conclusion: Why Employment Equity?

➤ The government as an employer is obliged, under the *Employment Equity Act*, to endeavour to achieve a workforce that reflects the labour market availability of the four designated groups: women, visible minorities, aboriginals, and persons with disabilities.

➤ Aside from its legal obligations, the public service should be more representative of the diverse Canadian society because:

➤ the public service ought to reflect the population they serve, as with the linguistic duality; a diverse workforce is a more creative and productive workforce;

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Conclusion: Why Employment Equity?

➢ with a skills and labour shortage, the public service needs to tap into the best talent and compete with the private sector for "knowledge workers".

➢ Although some private sector employers are recognizing talented and educated individuals of all backgrounds, the public service is falling short of meeting its employment equity obligations.

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Decision Making Competencies

➢ **Fast moving, high stress conditions need split second decision making - rapid cognition is a function of training, rules and rehearsal (e.g. Basketball)**

➢ **Constant evolution of the level and types of skills required by the economy implies that workers and their employers need to invest in continual learning and skills development.**
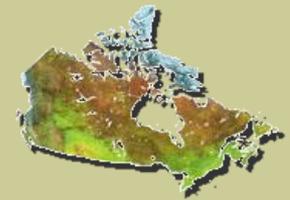
Natural Resources Canada:

Essential Competencies
- ➢ **Flexibility/Adaptability**
- ➢ **Strategic Thinking**
- ➢ **Analytical thinking**
- ➢ **Achievement Orientation**

Important Assets
- ➢ **Relationship Building**
- ➢ **Visioning & Alignment**
- ➢ **Problem Solving**
- ➢ **Creativity and Innovation**
- ➢ **Teamwork**

What are the essential competencies? Now? Future?

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Canada's Changing Demographic

- ➤ **Canadian Labour force statistics - Early retirement is more common with the percentage of persons retiring before 60 jumping from 29% in 1990 to 43% in 2000.**

- ➤ **Across the Public Service, 30% of employees retire as soon as they are eligible for an unreduced pension, and a further 35% retire within the next two years. However, 50% of executives retire as soon as they are eligible for an unreduced pension.**

- ➤ **Increases in the representation of most EE designated groups in the Canadian workforce must be matched in the FPS.**

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Canada's Changing Demographic

- Approximately 70% of the recent growth in the labour force is due to immigration.

- 61% of immigrants of working age who arrived in the 1990s held trade, college or university credentials in 2001. The majority know at least one of Canada's official languages.

- 66 per cent of Canadian employers indicate they already have difficulty filling positions.

- Aboriginal population is younger and growing at a rate almost twice that of the Canadian population. By 2016, it is projected to reach 280,000, up 62% over 1996.

(Statistics by Manpower Inc., an international employment services company)

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Terminology of Discrimination

Ableism

Ageism

Anti-Semitism

Discrimination

Ethnocentrism

Heterosexism

Institutional discrimination

Internalized oppression

Oppression

Prejudice

Privilege

Race

Racism

Sexism

Systemic Discrimination

White supremacy

Xenophobia

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Legislative Framework

The *Canadian Human Rights Act*

➢ **Prohibits discriminatory practices and considerations based on race, national or ethnic origin, colour, religion, age, sex, sexual orientation, marital status, family status, disability or conviction for which a pardon has been granted.**

➢ **The *Act* recognizes recourse to programs, such as employment equity, to prevent and reduce injustice or to eliminate past injustices.**

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The *Employment Equity Act*

…enacted as a result of litigation with respect to gender discrimination. The purpose of the *Act* is to correct conditions of disadvantage in employment experienced by members of **four designated groups: Aboriginal peoples, women, persons with disabilities and members of visible minorities.**

The *Act* aims to achieve equality in the workplace by ensuring that persons **are not denied Employment opportunities or benefits for reasons unrelated to ability.**

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Harvard Website: www.implicit.harvard.edu

The IAT measures *implicit* attitudes and beliefs that people are either unwilling or unable to report.

e.g. Your Result: Your data suggest a moderate automatic preference for European American compared to African American.

➢ The interpretation above is described as 'automatic preference for European American' if you responded faster when *European American* faces and *Good* words were classified with the same key than when *African American* faces and *Good* words were classified with the same key.

➢ Depending on the magnitude of your result, your automatic preference may be described as 'slight', 'moderate', 'strong', or 'little to no preference'.

Federal Public Service

Future FPS "hiring initiatives" will consider:

1) **Skills and competencies**
2) **Learning, training and development**
3) **Employment type and resourcing (classification)**
4) **Separation (reasons)**
5) **Organization structure**
6) **Employment equity**
7) **Official languages**
8) **Workplace well-being**
9) **Values and ethics**