

LEARNING AT STATISTICS CANADA

Human Resources Development Division
2007-2008



Learning at Statistics Canada

As the Agency finds itself in a time of renewal, it is as important as ever to ensure that learning and development programs continue to meet the needs of new and experienced employees.

Human Resources Development Division introduced a new format for 2007-2008 to report on our learning activities. We will maintain this descriptive document entitled "[Learning at Statistics Canada](#)" which describes all the learning programs and activities at Statistics Canada. This document will be used as a reference tool and should remain mostly static throughout the years with the exception of new programs or programs that no longer exist. To complement this document, a statistical document entitled [Learning at Statistics Canada Annual Report Card](#) is created. It contains tables for the reporting fiscal year on all the programs and activities described in this textual document.

Investment in learning and development is a good business practice and excellence in service and high quality of work are dependent upon the knowledge, skills and innovative abilities of each and every employee.

At Statistics Canada, knowledge sharing is at the heart of all learning initiatives. Employees possess a wealth of knowledge and a plethora of skills and abilities that we call upon on a continual basis in a variety of learning activities. Employees play an active role as teachers as well as learners, whether it is as a guest lecturer in formal training courses, as mentors or through networking activities. Managers and employees also play a key role in defining the nature and scope of new learning and development initiatives.

All employees should have the opportunity to expand and use their skills and knowledge, create personal and professional networks and find enjoyment in the process. We hope to promote a passion for learning and knowledge sharing with all our employees.

Over the past few years, a number of learning activities and development programs have been implemented and expanded to address the varying needs of our employees. Mentoring, coaching, corporate assignments, rotations, career path documents, flagship courses, computer-based training, divisional initiatives and participation in committees and working groups provide a variety of learning experiences. They assist employees in their careers and ultimately continue to make our Agency viable and competitive.

More recently, three areas of learning and development have received particular attention. The first is in response to much higher staffing levels following a period of low recruitment. The orientation program was reviewed to ensure that new employees receive the proper support and information to feel welcome and productive in their new jobs. A new orientation e-course available on the intranet forms the cornerstone of this program. The second area pays particular focus to the increasing number of employees being hired above the entry recruitment levels. Not eligible for the recruitment development programs, many of these new mid-stream employees would nevertheless benefit from elements of these programs such as mentors and formal courses. The third area of special focus is the development of activities which promote proactive awareness in the area of quality assurance. This includes team learning exercises where members of a project collectively identify and review potential risks to the project.

Statistics Canada is a true learning organization. As you will appreciate in this report, the extent and variety of the learning and development activities is quite impressive.

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-TABLE OF CONTENT-

1 - A FRAMEWORK FOR LEARNING	4
1.1 - Introduction	4
1.2 - Human Resources Management Committee Structure	4
1.3 - Management of Learning	5
1.4 - Statistics Canada HR Strategy.....	6
1.5 - Supporting Learning in our Agency.....	6
Divisional Learning Champions.....	6
Divisional Learning Committees	7
Divisional Learning Plans	7
Personal Learning Plans	7
Mandatory discussion on learning	7
Employee Performance Review and Skip Level Interview	7
1.6 - Learning and Career Development Resources.....	8
Instructors	8
Training Centres	8
Collection and Regional Services Branch	9
Career Path Documents	9
Learning Plan Toolkit	9
The Library	10
2 - LEARNING ACTIVITIES.....	11
2.1 - Conferences and Networking.....	11
2.2 - Action Learning and Supporting Processes.....	11
Taskforces	11
Mentoring	11
Structured Leadership Coaching	12
Coaching Circles.....	12
Alumni Program	12
Classroom Outreach Program	12
Assignments	13
2.3 - Divisional and Regional Initiatives.....	14
Divisional Learning Initiatives	14
Regional Office Learning Initiatives	14
Statistical Survey Operations (SSO)	15
2.4 - Training Programs available at Statistics Canada	15
2.4.1 Surveys and Subject Matter Training Program	15
2.4.2 Management Development Program	18
2.4.3 Project Management Program.....	19
2.4.4 Informatics Training Program.....	19
2.4.5 Statistical Training Program.....	20
2.4.6 Communication and Client Relations Training Program.....	20
2.4.7 Generic Skills Program.....	20
2.4.8 University Certificate Program	20
2.4.9 Apprenticeship Programs.....	21
2.4.10 Canada School of Public Service.....	21
2.5 - KCLICK.....	22
2.6 - Language Training and Testing.....	22

1- LEARNING FRAMEWORK

1-1 Introduction

Statistics Canada considers that it is a good business practice to invest significantly in learning and development.

Statistics Canada's Policy on [Continuous Learning](#) was introduced in 2004. In May 2007, Statistics Canada approved a revised departmental Policy on Continuous Learning to reflect new requirements while retaining the spirit of its original policy, one of emphasis on learning in all forms in order to ensure that Statistics Canada employees are provided with the programs and infrastructure required to develop a knowledgeable, adaptable workforce. It reemphasizes that the Agency not only provides resources for learning but also actively supports employees who take charge of their career development. It also suggests that both the individual and the organization can learn as it anchors new insights into organizational processes and practices.

Learning and development have long been at the heart of the Statistics Canada Human Resources strategy. It has evolved over time from a traditional classroom approach to multifaceted approaches that have become the way we think and behave. From the day an employee comes in the Agency to the time of his/her retirement, he/she is supported to discover the organization, to build skills and knowledge, to develop his/her career, to share knowledge, and to broaden his/her perspective and career.

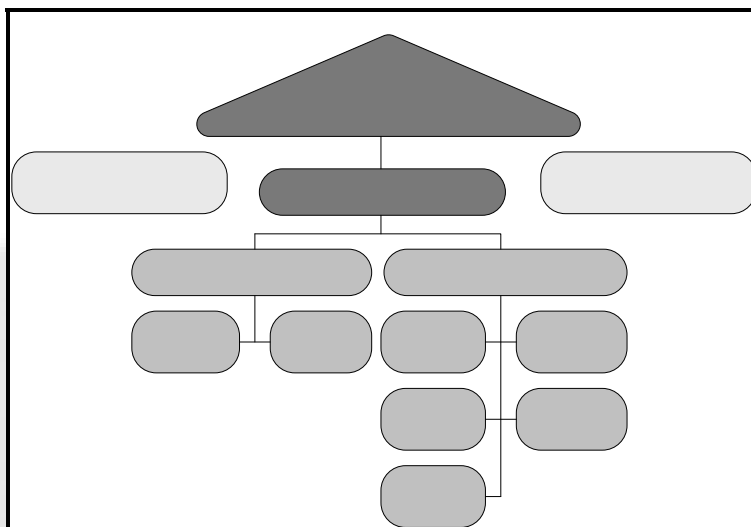
The way we promote learning and share knowledge both at the individual and at the organizational level is the cornerstone to developing the professionalism and excellence that we all strive to achieve.

This document describes and summarizes learning activities and processes that nurture this culture of learning. It intends to guide strategic discussions related to the further development of a learning culture and learning activities in the Bureau. The "[Learning at Statistics Canada: Annual Report Card](#)" complements this document.

1-2 Human Resources Management Committee Structure

At Statistics Canada, Human Resources (HR) Management is accepted as a primary responsibility of managers. HR Management is driven by committees of line managers each tasked with leading a major human resources program. At the apex of the HR Committee structure is the Human Resources Committee (HRC). HRC is the Policy Committee examining HR issues. It is a strategic committee chaired by the Chief Statistician, and made up of the Assistant Chief Statisticians along with the Director General of Human Resources and the Director General of Finance Planning and Evaluation. The HRC provides direction on workplace and workforce measures relating to the acquisition, training, deployment, career development and retention of employees at the Agency. It provides strategic guidance to the Subcommittee of the Human Resources Committee, and the individual HR management committees. Co-chaired by two Assistant Chief Statisticians, the HR Subcommittee coordinates the activities of the various HR committees, reviews their work plans, and provides status reports to the HRC. It also serves as a sounding board for proposals from the committees, prior to their consideration at HRC.

The majority of line managers at the EX and EX minus one levels are involved in at least one HR committee, in addition to their program responsibilities. Over the years, these committees have reinforced a culture of working to achieve corporate objectives rather than sole focus on individual program needs. In 2006/2007, a realignment of the HR Committee Structure took place that effectively reduced the number of HR Management Committees and redefined their mandates and deliverables. The organizational chart which follows illustrates the realigned structure of these committees.

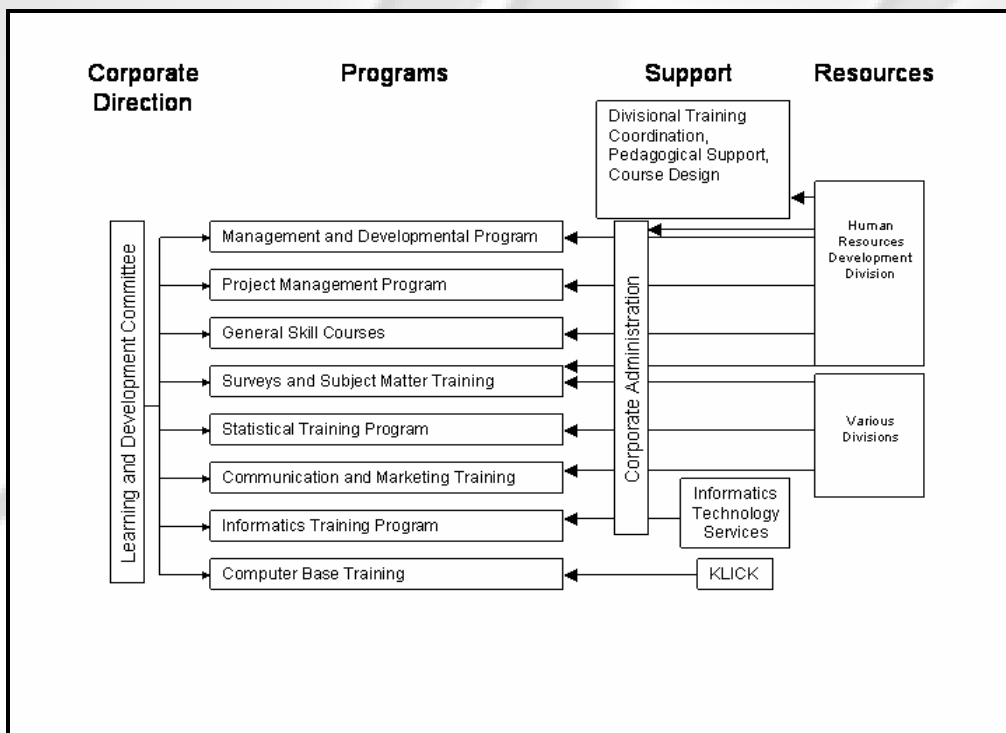


1-3 Management of Learning

Functional responsibility for coordinating learning and development at Statistics Canada rests with the Human Resources Development Division (HRDD). A supporting matrix organization provides overall management of each of the major training and development programs. This matrix organization coordinates planning and evaluation, external client liaison, course design, contract negotiation, course scheduling and loading, production of the Statistics Canada Training Institute Course Catalogue and the Schedule of Courses, general administration, marketing, and financial administration.

Joint Union
Com

Key Areas Involved in Learning

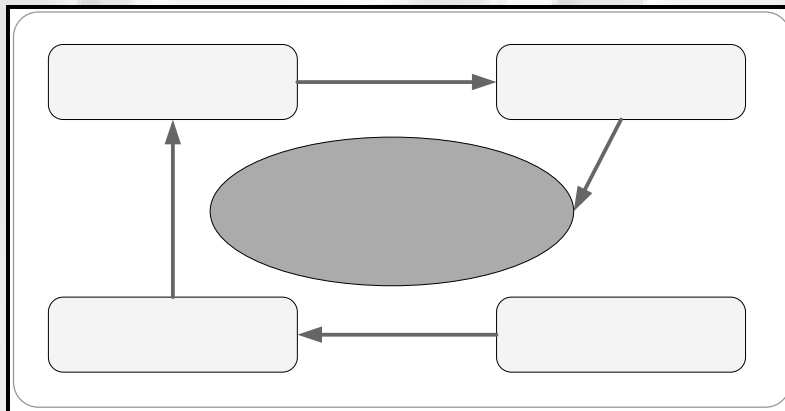


1-4 Statistics Canada HR Strategy

[Statistics Canada's objective in HR planning](#) is to sustain a competent, motivated and flexible workforce which can be deployed to meet the changing needs of the organization.

To this end, since the early 1980's, the Agency has established a number of HR practices and mechanisms that have evolved over time into a Comprehensive Human Resources Management Strategy. This strategy consists of: hiring employees of the best fit; promoting a culture of continuous learning; training and developing cohorts of flexible, versatile and mobile employees at every level to form pools that will provide relief for future departures; developing long-term career potential through career broadening assignments; incorporating employment equity principles into day-to-day operations; and creating a positive work environment that is conducive to employment and career opportunities for all employees, including those from the four EE designated groups. This strategy helps to create a sense of community which motivates and promotes productivity, supports bilingualism and encourages career employment.

The strategy has lead to many initiatives, some of which include: centralized recruitment of university and college graduates; mentoring programs; career path guides; workplace wellness initiatives; creation of a Training Institute providing in-house training; and an annual investment of over 3% of the Agency's budget on training. A highlight of this strategy is the tradition of a "no lay-off policy", a practice which fosters trust and a sense of community within the organization, and encourages retention of career employees.



1-5 Supporting Learning in our Agency

Divisional Learning Champions

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One of the key components to support our Learning Policy has been the establishment of a Corporate Learning Champion Network. Divisions have identified a Learning Champion responsible for supporting learning initiatives and activities in the Agency. This network meets on a regular basis and provides a forum where champions can exchange ideas, share best practices and develop a more cohesive and uniform approach to learning across the Department.

This network was created in 2003-2004 and is fundamental in promoting continuous learning. Divisional Learning Champions provide divisions with leadership on continuous learning, coordinating the development and implementation of a Divisional Learning Plan, steering learning activities and chairing a Divisional Learning Committee.

Divisional Learning Committees

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A Divisional Learning Committee is comprised of employees from different sections and groups. This representation not only helps to align the different learning needs and priorities of the different sections of the division, but provides a forum for sharing ideas and strategies related to learning.

The committee is responsible for:

- Analysing divisional learning needs and identifying learning priorities;
- Identifying vulnerabilities in the area of knowledge transfer;
- Establishing divisional communications strategies pertaining to learning activities;
- Proposing / coordinating divisional learning activities and networks for exchanging best practices within the division; and
- Monitoring and measuring results.

Divisional Learning Plans

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Divisional Learning Plans link learning objectives to the objectives and strategies of the Agency and the divisions. They set out the learning and development needs of a specific division, identify the division's learning and knowledge sharing needs and establish priorities for investment in learning. Divisions can therefore identify their competency gap and critical knowledge transfer needs, and establish the priorities for investment in learning accordingly. The Divisional Learning Champion coordinates the development and implementation of the Plan at the beginning of a fiscal year so that priorities are known. They become the tool to guide discussions between supervisors and employees regarding Personal Learning Plans. As such, they enable learning activities to be planned out, training to be scheduled, and costs and progress to be monitored.

Personal Learning Plans

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Statistics Canada strongly encourages all employees to have a [Personal Learning Plan](#). This plan sets out a commitment towards one to two year learning objectives. In effect, an agreement is made between an employee and supervisor to enable the employee to acquire skills and knowledge through various learning activities. The process engages the supervisor in discussing with the employee objectives that are operationally feasible, provide opportunities for employees' growth and respect the requirements of the Agency. It also enables the supervisor to provide reasonable opportunities, time and resources for the employee to learn.

Mandatory discussion on learning

As part of the 2007-08 [Employee Performance Review process](#), mandatory discussion on learning are now required. It is important to also think in terms of, and to report, learning activities that seem best suited to support both the performance and the developmental objectives for the upcoming review period. Learning activities include both formal training and any informal learning where employees can expand their knowledge or skills. Informal learning activities may range widely from, for instance, being or seeing a mentor, to leading a project or presenting the results of a study to colleagues, etc..

Measurability is important as well, and target dates are to be included where applicable and possible. Discussion of learning activities undertaken in the past reporting period are part and parcel of the discussion of past accomplishments.

Employee Performance Review (EPR) and Skip Level Interview

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Performance Reviews provide the ideal setting for discussing learning accomplishments over the last reporting period as well as learning objectives for the upcoming period. The discussion of learning objectives and priorities is mandatory. Where applicable, learning objectives and activities are noted on the performance review form and serve as input into the divisional learning plan.

Every two years employees are extended an invitation from their supervisors' supervisor to participate in a "skip-level interview". The employee has the opportunity to ask questions concerning the learning activities needed to achieve goals. The supervisor's supervisor provides insight into the division's and the Agency's plans, future directions and values and identifies learning and development which would be beneficial in working towards the employee's goals. The recommendations arising from the "skip-level interview", along with the decisions taken with the supervisor during the Employee Performance Review Process form the basis of the Personal Learning Plan.

1.6 Learning and Career Development Resources

Instructors

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The most important learning resources are external instructors and employees themselves. Over time, the transmission of information and knowledge has taken a huge place in the organisation and employees at all levels are being asked to participate in the collective learning effort.

Training Centres

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The majority of Statistics Canada formal training activities are offered to employees through the following training centres:

Human Resources Learning and Development Training

The HR Learning and Development area represent the heart of training activities in the Agency. It includes all major Flagship courses on subject matter and surveys and management development. It also provides registrar and administrative support to the delivery of courses as well as information services on courses offered inside or outside Statistics Canada.

Informatics Training

Informatics Training administers and coordinates all computer training for supported software products at Statistics Canada. It helps employees to build on their computer knowledge, whether they are specialists or IT users. The courses are offered onsite for high demand courses to reduce training costs; offsite training can also be organised.

Language Training

As of April 2007, all federal government departments including Statistics Canada became accountable for language training delivery and the associated costs. As a result, Statistics Canada decided to reinforce the infrastructure of its Language Training Center and adopted a renewed strategy that now incorporates full-time training.

Statistics Canada's new strategy includes a blend of full-time and part-time training to create and maintain an effective bilingual capacity and address the need for:

- Statutory training as a result of non-imperative selection processes, both full-time and part time;
- Part-time career developmental training to help create a future bilingual capacity;
- Language training to employees with learning disabilities; and
- Language testing capacity to support staffing, training and plan the future capability for bilingual service delivery

An important component of this strategy included the construction of a new Language Testing Center (5 FTE's which includes 3 Oral Interaction Assessors and 2 Administrative Support staff). The center will be operational in Fiscal Year 2008/09.

Census Training

A comprehensive Census Training Program offers courses on census concepts, geography, tools, processes and services. The courses are designed, developed and delivered by a dedicated census

team in collaboration with subject matter experts. These courses are offered to the Census Operations Division and Census program areas, census-related subject matter divisions, regional offices, as well as selected user groups such as federal government stakeholders.

Collection and Regional Services Branch (CRSB)

Collection and Regional Services Branch, in collaboration with subject matter divisions, develops and delivers training on a variety of survey programs. To facilitate this training, each Regional Office has a fully equipped training room in each of its Computer-Assisted Telephone Interviewing (CATI) sites. These sites are located in Halifax, Sherbrooke, Sturgeon Falls, Toronto, Winnipeg and Edmonton. In addition, the Regional Advisory Services programs use the training facilities to offer learning programs and workshops on Statistics Canada's products and services.

CRSB also offers in-house developed training programs on collection tools such as the Call Scheduler and Specification Regional Interface (SRI) (in interface for managing call scheduler parameters); this course is offered to staff within the Collection Planning and Management Division as well as Data Collection Managers and Program Managers in the regions.

The Regional Offices and the 6th Floor rooms of the Jean Talon Building are equipped with video conference facilities. These facilities are used to conduct meetings and training sessions.

In certain divisions, other resources are also dedicated on a full time basis to train their own employees and to help the transfer of knowledge in the division. They are not considered as Corporate Training Centres because they do not provide training to employees outside their division.

Career Path Documents

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While employees are ultimately expected to manage their own careers, Statistics Canada provides a framework to assist employees in career planning. One element of that framework takes the form of [Career Path Documents](#). These documents (available through the Internal Communications Network (ICN)) function as a guide to employees, mentors and supervisors by outlining the attributes associated with an occupational group. Each Career Path Document sets out the knowledge, abilities, competencies, training and experiences associated in the career streams of the differing occupational groups.

It is a useful resource when identifying learning needs and developing Personal Learning Plans.

Learning Plan Toolkit

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In 2003-2004 a [Learning Plan Toolkit](#) was developed to help employees and supervisors in the development of personal learning plans. The toolkit currently includes three modules: [Module 1 – My Learning Plan](#), provides information about learning plans and the steps involved in the development process; [Module 2 – My Learning Needs Assessment](#), includes a learning needs assessment questionnaire enabling employees and supervisors to identify individual learning needs and priorities and [Module 3 – Learning Styles and Activities](#), provides information on learning styles and choosing the appropriate learning activities to align personal learning styles and learning objectives. The Toolkit is available on our Internal Communications Network (ICN).

To complement Module 2 – My learning Needs Assessment, a new tool “My Learning Needs”, under the Competency Profile (ICN) was created in 2006 to provide competencies associated with skills and knowledge extracted from the Statistics Canada's Career Path Documents. This is an evolving tool and will improve with comments and suggestions from users. Some groups and levels are not yet included but will be added as soon as the appropriate career path documents are developed. Its purpose is to identify under a single document the skills and knowledge listed in the Career Path documents for various groups and levels, and to provide a listing of resources to aid in planning your learning activities.

The Library

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Libraries are the logical starting place for self-education. Today, with the ever-increasing demand for information and computer literacy, librarians continue to protect and promote the notions of intellectual freedom, lifelong learning and education for all. Not only is the Statistics Canada Library continuing in this tradition by offering access to thousands of training materials to employees, but it does so in a physically convenient, safe and comfortable location. The Library offers all employees access to information sources and training materials for both their professional and personal well-being.

Library Objectives in Support of Learning and Knowledge Transfer

Two of the main objectives of the Library are to a) support the statistical and analytical work of our divisions by providing them with efficient and effective information access and delivery services; and b) provide support, advice and feedback to the Agency in the areas of information dissemination and information management.

Library Collections

The Library manages a large collection of internal and external information resources which have been selected to meet the research and analytical needs of Statistics Canada.

Three collections are very much focused on learning and personal development.

- [Employee Resource Centre \(ERC\)](#): The ERC provides materials on a wealth of topics that employees may need during the course of their careers. While its key objective is to provide access to information on equity and diversity issues, the ERC is also the central repository for materials dealing with career development and management, stress management and wellness, communication skills, and much more.
- [Information Technology Collection \(ITC\)](#): Having this popular repository of computer-related materials in the Library saves individual divisions' time, effort, space, and money, as well as allowing for access to a wider variety of shared information.
- [University Certificate Program \(UCP\)](#): The UCP provides access to some of the books on the recommended and mandatory reading lists for the courses which are included in the Certificate Program managed by Statistics Canada's Human Resources.

Library Services

All of the services provided by the Library have been developed to help meet either the professional or personal information needs of Statistics Canada employees. Since information and libraries are synonymous so too are information, libraries and learning.

a. [Training](#):

The Library offers a diverse training program including group sessions, one-on-one training either in individual offices or in the Library. The Library also offers individual product orientation sessions that include searching techniques and orientation to library services. Any training can be tailored to our clients' needs, be it at a basic, intermediate or advanced level.

b. [Reference requests and information backgrounders \(BiblioScans\)](#):

Library reference staff offers their information expertise to all Statistics Canada employees in order to meet a variety of information needs. Over the past 10 years, the Library has seen a change in the nature of inquiries received at the Reference Desk. Less simple and more expansive inquiries are now commonly received. Employees have typically completed their primary research using the Library's electronic resources or the free web and are looking for more detailed assistance from the reference librarians.

2- LEARNING ACTIVITIES

Statistics Canada employees have access to a broad spectrum of learning activities that can help them expand their knowledge, skills and abilities to help them perform effectively in the current work environments and prepare them for future positions. These learning activities are available both inside and outside Statistics Canada. Having this variety helps employees align their learning styles to the different options available. Some of the major corporate learning activities are as follows:

2-1 Conferences and Networking

Conferences

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Conferences provide a forum for the exchange of information and an opportunity to network. Statistics Canada develops and delivers quality workshops, conferences and training that provide valuable information on relevant and current statistical topics and applications. You can obtain more facts regarding Senior Management Conferences, Middle Management Conference, and [Workshops and Conferences](#) on the ICN.

Networking

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Networking is an important element of learning. A number of groups and committees invite employees to networking activities. They include: the Networking Committee, the Directors Lunchtime Presentations, and the Management Development Program for Chiefs, etc. Managers and employees are encouraged to participate in these networking activities to expand their perspectives.

The Management Development Program for Chiefs can send Managers on selected courses of interest that were offered by external training firms, which provided these managers with an opportunity to network with their colleagues from other departments. These managers are encouraged to share what they learned with their colleagues in the Agency. In addition, the Canada School of Public Service holds frequent "Armchair Discussions". Invitations to these are sent to all managers at the Chief and Assistant Director levels, and are posted on the EX Portal on the ICN. They are attended either in person at the CSPS campus or via web cast.

2-2 Action Learning and Supporting Processes

Taskforces (Action Learning for Managers)

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The action learning component of the Management Development Program has individual, group and organizational learning outcomes. As a result of participating in a taskforce, managers:

- develop corporate perspective;
- develop and learn to exert their influence;
- develop an awareness of corporate concerns;
- are made aware of the issues that underlie corporate decisions;
- explore in depth a subject of corporate interest;
- build a network of managers and establish contacts at different levels of the organization; and
- further their development by identifying new approaches and ways of being and operating.

Mentoring

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Mentoring is an essential element in nurturing learning and promoting knowledge sharing. A role assumed by experienced managers outside the functional line of hierarchy, it has been a fundamental element in the Agency's recruitment and development programs for many years.

The focus of mentoring at Statistics Canada is the transfer of organizational culture, history and knowledge. Mentors provide expert advice, direction and guidance from a place of past experience. Statistics Canada's

views this relationship and support as important in the development of new staff during their orientation and ongoing learning.

The three populations now targeted for mentoring activities include:

- New recruits: Employees newly recruited into a Recruitment and Development program. This includes the ES, SI and CS occupational groups as well as other groups such as EX, FI, IS, MA, PE, PG, PM, etc.
- Mid-level hires: New employees at Statistics Canada (for example middle managers from other federal departments) who are not part of an existing development program but could benefit from "cultural insights" about the organization.
- Employees in transition: Persons who are in the midst of a career shift. For example employees recently appointed to a position in middle or senior management. While these employees are not, for the most part, new employees of Statistics Canada, they still can benefit from the guidance of others who have already made similar transitions in their career.

A number of employees which are not part of the formal mentoring program participate in informal mentoring. There is a definite willingness on the part of many employees to share their corporate knowledge which will bode well for the organization in the coming years.

Structured Leadership Coaching

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Individual leadership coaching is offered to managers who are in chief positions who join the Management Development Program. The focus of leadership coaching is to expand the manager's capacity to take effective action. The coaching method used enables managers to become aware of their current approach to situations, to see new possibilities, build sustainable new competencies and achieve better results.

Statistics Canada's Structured Leadership Coaching Program calls for professional coaches and is based on the manager's observation and interpretation of his/her environment. The self-correcting and self-learning method enables long term change for improved performance, greater mobility and continuous learning and development.

Coaching Circles

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Coaching Circles, also known as "Issue-Centred Coaching Groups" began to be used in the Agency under the Management Development Program in December 2004. They serve as a forum for exchanging information among people who are trying to find and then implement solutions to the challenges that they face in their work. In the groups, leadership learning and skills-acquisition processes are linked to the achievement of specific outcomes at work.

Alumni Program

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The Alumni Program provides a framework that enables the Agency to obtain the services of retirees who have specialized knowledge and skills in order to optimize a project, develop programs, facilitate the transfer of skills and expertise, pass along historical knowledge through training and mentoring, or increase the Agency's flexibility in handling peak workload periods. The program facilitates matching retirees with Agency needs and provides support for managers and retirees in selecting a suitable hiring mechanism.

Classroom Outreach Program

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Classroom Outreach is part of Statistics Canada's Education Outreach program, which is dedicated to encouraging statistical literacy among young Canadians. In the Ottawa-Gatineau region, participating employees spend up to two hours a week (including travel time) sharing their expertise in local schools. They are matched up with a school program or activity according to their skills, interests and home location. They assist with a variety of subjects, ranging from basic numeracy and reading skills to informatics and web design. Employees are also offered the opportunity to participate as a tutor in the JUMP (Junior Undiscovered Math Prodigies) program which mentors, on a one-to-one basis, children at risk in grades 3-6 who are well behind their class

curriculum in Math skills. Special Math training sessions and materials are provided for employees involved in JUMP.

Classroom Outreach was started in 2000 at Statistics Canada, in partnership with the Volunteers in Education program run by OCRI (Ottawa Centre for Research and Innovation) and local school boards.

The program provides a unique learning opportunity for participating employees. They learn first-hand about the educational system and get a chance to practice and develop many skills, such as presentation, communication, training, time management and critical thinking skills. They are also practicing civic participation and demonstrating pride in Statistics Canada as a learning organization with a sense of community involvement.

The program also offers participants voluntary lunch-hour training presentations, in French and English, which have included the following topics:

- Overview of Statistics Canada's web site and Learning resources created for educators and students;
- Early literacy training, sponsored by the Ottawa Board of Education;
- Creating web pages using Dream Weaver;
- St. John ambulance first aid training for youth; and
- Learning and teaching multiplication tables.

Classroom Outreach workers are encouraged to register to receive the free bi-monthly electronic [Learning Resources bulletin](#) produced by Statistics Canada so that they remain abreast of new and useful education related information. This is informal learning.

A networking event is hosted here at Statistics Canada each spring to allow participants to share their experiences in local schools and to learn from colleagues.

Assignments

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Over the past 25 years, the Statistics Canada Assignments Program has been an important learning component for many employees and will continue to be in the years to come. This unique program gives employees the opportunity to broaden or gain new work experience within or outside our Agency and assist them in meeting their professional career objectives.

Assignments within the program fall under three main groups, those being Corporate Assignments, Secondments and Interchange Canada.

Corporate Assignments

Knowing more about our Agency and the work done in different areas helps to create a more knowledgeable and adaptable workforce – a key to success in any organization. Corporate assignments provide a variety of learning work opportunities for employees within our organization. The benefit is twofold – employees gain new skills and knowledge while allowing the organization to meet specific short term operational requirements.

Secondments

Every year a number of Statistics Canada employees participate in work assignments in other federal government departments. These types of assignments also known as secondments, are not only restricted to Statistics Canada's employees but also provide a means for other government department employees to expand or develop their skills within our Agency.

Interchange Canada

Employees seeking to develop and broaden their skills in other organizations outside of the federal government, in the private, public or non-profit sectors can do so through the Interchange Canada Program.

In addition to the learning work opportunities listed above, assignments are an integral part of our Recruit Development Programs. During their time in these developmental programs, recruits work in different areas of

the organization in order to gain a better understanding of the organization and the multifarious aspects of the work that we do.

2.3 Divisional and Regional Initiatives

Divisional Learning Initiatives

Continuous learning and knowledge sharing activities have long been part of many of divisions, however, with the implementation of the [Continuous Learning Policy](#) more divisions have now formalized their learning priorities and are collectively creating a more comprehensive and cohesive learning environment across our Agency. Divisions are now consciously aligning the needs of individuals and sections with divisional and corporate priorities which in turn will provide a more consistent approach and equitable accessibility to learning activities.

A number of divisions support a variety of learning activities to ensure and facilitate information and knowledge sharing within their division. The transfer and exchange of information is critical in many areas due to pending retirements. Ensuring that employees have relevant and timely information is critical and many divisions have instigated a number of different learning activities to meet with this demand. Some of these learning activities include: training sessions/workshops/seminars that are division specific (topics range from new hardware, software, research findings, new trends, etc.) informal brown bag information sessions, team and staff meetings, giving dry runs of presentations to be made at future conferences, sharing lessons learned on various work projects, weekly French language discussion groups to maintain and improve language skills. Some divisions have also developed learning/information bulletins and have created new learning areas on their divisional web sites.

Regional Office Learning Initiatives

Learning initiatives in regional offices vary by program (Census, survey operations, advisory services, management services) by specialization (e.g. unique skills or services) and by labour market and turnover. Despite these and other differences, the learning agenda, especially formal training, operates within a similar framework in all regions.

Training on principal programs, policies and procedures is provided to regions from Statistics Canada's central sources. In most cases, post-course coaching and support is available centrally. Regions assess learning gaps, at both individual and group levels, and seek solutions that could be from a local, inter-regional or national source, and that could be internal to Statistics Canada, interdepartmental, or commercial. As regional programs operate within a matrix management model, management from both functional, matrix and line accountabilities share the responsibility for supporting learning activities that enhance program performance. This framework functions best when learning needs are accurately identified and resources are shared.

Managing the learning agenda in a regional office also requires a great deal of creativity, opportunity-seeking and negotiating. Maintaining close relationships with other federal government departments, in particular large departments, is key to being kept informed of their learning agendas and their plans for formal training and other learning initiatives (libraries, conferences, e-learning labs, etc.). Access to high quality, low cost learning is available in regions through these inter-departmental partnerships. Depending upon the location of the office, partnering for purposes of learning activities is also available through university campuses and provincial governments. Further, common interests in learning have resulted in numerous inter-governmental employee exchanges and assignments; these assignments can be especially helpful to regional Statistics Canada's offices during Census.

Statistical Survey Operations (SSO)

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In May 2005, Collection and Regional Services Branch (formerly the Regional Operations Branch) introduced the Statistical Survey Operations Continuous Learning Directive. The directive provides a framework and process to facilitate learning within the unique employment conditions, working circumstances and geographies of SSO.

As part of its commitment under the Continuous Learning framework, Regional Management Services Division (RMSD), in collaboration with the regional offices developed and launched a series of Basic Skills Training Programs for SSO employees. The objectives of the programs are to produce a highly skilled professional workforce through the delivery of a national program. The programs ensure that all new hires are trained on a standard set of basic skills while increasing the use of technology in the training of a decentralized workforce. The introduction of the program allows subject-matter training to focus on concepts, methods, expected outcomes, etc. To date, the portfolio includes basic skills training for new employees hired to conduct personal interviewing (CAPI) and telephone interviewing (CATI). The training uses various learning techniques and medium including e-learning, home study and a classroom component.

Currently under construction is the Basic Skills for New Senior Interviewers. As with the two existing programs, RMSD will collaborate with the Regions to develop and deliver a program that is national in scope and appropriate to the regional office environment.

2.4 Training Programs available at Statistics Canada

Statistics Canada has developed a full range of training programs in response to clearly identified corporate needs. Training activities are available to employees at each level of the career ladder. The [Statistics Canada Training Institute Course Catalogue](#) serves as a directory of courses available within the Agency and is available in electronic format on the Internal Communications Network (ICN), as is the Schedule for training courses. Announcements of upcoming courses are also made on the Human Resources Corner of the ICN.

Statistics Canada has developed a full range of corporate training programs in response to clearly identified needs. These training activities are available to employees at each level of the career ladder.

Statistics Canada training programs are continuous in nature and cover technical, professional and management topics for all groups and levels of employees. The areas of training in which these expenditures occur vary with the needs of the organization. In the past two years, there has been a great emphasis on language training. In the coming years, given the changing demographics of our workforce, we may see an increased emphasis in other areas.

Over the past years a reduction in the hiring of new employees has seen a significant reduction in corporate training. Hiring projection for the upcoming years will see an important increase for years to come; primarily associated to the recruitment programs and the mandatory training associated with these.

2.4.1 Surveys and Subject Matter Training Program

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Statistics Canada recruits corporately, based on projected needs, and then provides developmental programs with flagship training courses to develop robust pools of employees capable of addressing opportunities and needs at various levels as they arise. Flagship courses designed to address the major technical, professional and managerial needs of the organization are identified by an asterisk (*).

- **Survey Skills Development Course - Households ***

This 6 week course has been designed to provide participants with knowledge and the skills in survey-taking. The course targets employees who have little training or experience in the design and implementation of household surveys and who wish to develop their skills and knowledge in this area.

▪ **Survey Process at Statistics Canada**

This 3-day course shows participants the “who does what” within the organization and “how the survey process works”. Utilizing multiple examples and exercises, the participants explore the various activities involved in survey taking - from the start to the end of the survey process – including the interdependency of divisions and the responsibilities of various employee groups (CR, CS, ES, MA, SI) within these activities.

▪ **Enterprise Survey Skills Training ***

This 4 week course focuses on business surveys and exposes participants to the diversity and complexity of the business population, as well as to Statistics Canada's requirements for industry and economic data.

▪ **Business and Economic Statistics Training (BEST) ***

Best aims at developing a solid base of knowledge and exposure to the subjects and disciplines in Business and Economic Statistics programs at Statistics Canada. The presentations are delivered by experts from the originating area or Division. It provides participants with a good understanding of how all-economic statistics are integrated into the “big picture” and how this integration strengthens the statistical system.

▪ **How to Approach Data Analysis**

This course provides participants with an understanding of how data analysis projects are undertaken, what problems are confronted in such work, and what the role of analysis is in Statistics Canada.

▪ **CANSIM Workshop**

This workshop introduces participants to CANSIM features and applications. CANSIM, the industry standard for Canadian socio-economic data, has been improved. Introducing CANSIM — a dynamic new vision.

▪ **Overview of the System of National Accounts**

This course provides a broad exposure to the economic accounting framework of the System of National Accounts (SNA). It also provides an understanding of how various sources of economic statistics are integrated within a structure which presents data in a way that culminates into an analysis of trends in the Canadian economy.

▪ **Module on Input-Output**

This module provides an understanding of the structure of the Input-Output Accounts and its underlying concepts

▪ **Module on the Income and Expenditure Accounts**

This module provides a portrait of the Income and Expenditure Accounts and how they fit in the System of National Accounts (SNA). It also gives examples of how the Income and Expenditure Accounts are used to analyze macro-economic trends and the interaction among institutional sectors.

▪ **Business Register Concepts Overview and Browse**

This course provides a basic understanding of the Business Register (BR) concepts and enables participants to efficiently use the new BR Browse facilities. Upon completion, the participants will be familiar with the structures, the processes and the data elements of the BR, as well as the uses of the BR for data analysis. The participant will also be able to extract from the BR, information on the legal and operational structures of the enterprises, their industrial activities and geographical locations, their size classification as well as the changes of these enterprises over time.

This course is a two part process. The first part is a self study (and is the pre requisite to the second part). The self study package is received by participants approximately 7 to 10 days prior to the classroom session and must be completed before attending the Browser course.

- **Introduction to Exploratory Data Analysis**

This course provides a familiarity on data analysts with the principles, techniques, and tools of Exploratory Data Analysis in order to better understand, edit, and analyze their datasets.

- **Intermediate Exploratory Data Analysis**

This course is designed for those wishing to do more formal statistical analysis. It provides new tools that ease the programming aspect of statistical modeling and improves analytical efficiency and helps use appropriate models by better visualizing the data.

- **World Statistical Systems**

Statistics Canada has played an influential role in the world statistical system since the inception of DBS in 1917. The agency continues to be prominent on the international stage today. However, as the Bureau heads into the new millennium, many of its key players from the 80s and 90s are retiring. Meanwhile, institutions and working arrangements for international cooperation in statistical matters are becoming more varied and complex. In these circumstances there is a growing need for improved means to orient and inform new senior staff about the world statistical system. This course is for Directors General, Directors and Assistant Directors.

- **Data Interpretation Workshop ***

This 6-week course provides hands-on, self-learning data interpretation experience to employees wishing to prepare an analytical manuscript for eventual release in any Statistics Canada publication. It exposes participants to analytical activities from different areas of the Agency. This course targets primarily to ES recruits but it is available at junior or intermediate level employees interested by data analysis and interpretation and wishing to learn and experience the processes involved in the production of an analytical manuscript for publication at Statistics Canada. Since its beginning in 1996, 478 employees participated.

- **Analysis Coaching**

As a complement to the Data Interpretation Workshop, the Analysis Coaching Program was launched in 2003-2004 and provides "hands-on" data interpretation experience to employees wishing to prepare a short analytical manuscript for publication in any Statistics Canada publication while continuing to work on daily production duties. Participants also have the opportunity to establish direct contact with the Statistics Canada's Analyst community.

The flexible format of the Analysis Coaching Program allows for a series of meetings with predetermined content but no specific dates. The follow-up process is on an individual basis to focus on one's own needs. The entire program aims at the production of a short manuscript and each step is taken one at a time. Group discussions with experienced senior analysts help participants in defining their topic, structuring their work, interpreting their analytical results, and finding the angle for writing their story.

Census Training

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Census Operations has a continuous learning program which offers numerous courses, workshops/seminars and supports a Training Services section that is tasked with a wide range of learning responsibilities. Formal courses are generally conducted in the divisional Training Services section classroom which has computer stations for 10 students. Most of the specialized divisional training courses/coaching sessions are delivered in this facility. The Training Services section also provides training for the Statistics Canada's Census Overview course and has developed four e-Learning census courses.

Census course registration system is automated and available via the COD Website. An additional resource available with Training Services is a video library allowing knowledge transfer for employees in regional offices and those who wish to learn at their own pace.

Subject-matter specialized courses, census related tool courses, advanced tool courses and, edit and imputation courses are primarily given in the classroom by dedicated Census Training staff, with a focus on hands-on exercises using actual Census data. Advanced courses address more complex functionality within CAPSS, such as the programming of derived variables and multiple response variables. Most students register for the entire curriculum of courses. The target audience for the majority of courses are Census Operations Division employees, and other Census program divisions, regional offices' trainers and analysts within federal stakeholder departments.

A new eLearning Census Universes course was released in January 2008. During this time, a special emphasis was placed on knowledge transfer and recording a video library of the courses. Concept courses were in high demand and basic tool courses were necessary for most employees in production areas.

Quality Assurance

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In 2007/08, a new Quality Assurance Exercise was developed by HRDD, working in conjunction with the Quality Secretariat. This exercise is run in an innovative fashion, in that it is a team exercise rather than individual training. Program areas are identified to participate in the exercise. A Team Exercise Leader is identified for each of these sessions, which are also to include all staff at the Unit Head level or higher who are involved in some aspect of data production (from Collection to Dissemination). All of these employees work together in a group discussion of Quality Assurance concepts and "best practices", and also identify areas of potential quality risk in their programs. They are also encouraged to include persons from service areas (methodology, collection operations, dissemination, ITSD, etc.) who contribute to their programs.

2.4.2 MANAGEMENT DEVELOPMENT PROGRAM *

[\(link\)](#)

Managers play a predominant role in creating a learning organization. They inspire, lead, influence, coach, and put the proper setting in place for things to happen and for people to work together. Managers feed information, filter it, synthesize it, transform it and use it to influence the corporate decision-making mechanisms.

Statistics Canada has developed a continuum of learning activities geared at supporting and strengthening supervisors and managers in their functions.

Statistics Canada's Management Development continuum currently consists of the following courses/programs:

(a) Management Development for Supervisors and Unit Heads

In 2007, the Canada School of Public Service began offering mandatory training for new supervisors. As a result, every new supervisor had to attend this compulsory course, which effectively replaced Module 1 of Statistics Canada's Program for Supervisors. However, we did continue to offer Module 2, which provides Supervisors with 4 days of training on information and practical techniques and skills that enable them to perform effectively in their roles as supervisors and leaders. Participants use real-life situations in group discussions and exercises to experience and develop concepts that are presented in theoretical fashion.

The component for Unit Heads is especially designed for managers who supervise employees, and employees called upon to manage a project, i.e. project leaders, statisticians, computer system analysts, etc. It consists of the 6 following courses: Project management in a Matrix Environment, Project Risk Management, People Oriented Management, Team Building, Encountering the Media and Effective Presentations.

(b) Management Development for Managers at the Chief Level

This program helps managers become aware of corporate concerns and issues underlying the decisions that are made. It is based on an approach that fosters self-awareness, self-directness, flexibility, and direct applicability of what is learned to the work environment. It includes activities such as mentoring, individual coaching and action learning. Employees who are targeted are normally new incumbents in Chief's positions (ES-6 or equivalent).

The program consists of four modules:

1: Introduction and Support: This includes in-class sessions, 360° feedback, personalized learning plans, mentoring and individual leadership coaching

2: A series of management courses: To provide managers with the basic knowledge and skills needed for a good mastery of management competencies such as: Confidentiality Privacy and Security, Financial Management: LTP, Financial management: FRC Budget, Quality Assurance Framework, etc.

3: Action Learning (Taskforces & Innovative Practices): In order to reinforce a learning culture and affirm the importance of concrete organizational results, groups of managers are asked to study a corporate issue and make recommendations to the Policy Committee. The organization greatly benefits from these actions learning activities. It gains from the creation of innovative strategies and practices, from the development of consensus or momentum around an issue, from the change management strategies and proposals, etc.

4: Networking activities: Conferences, breakfast talks and others networking activities enable managers to develop and maintain an internal network and to better understand and use the machinery of the organization.

(c) Management Development for Senior Managers

This menu-based flexible program provides Assistant Directors and Directors with personalized training, development, and mentoring via courses at the Canadian School of Public Service. This past year the program also featured a series of seminars with internal and external speakers on such topics as Negotiation Skills, Coaching vs. Managing, Media Relations. Upcoming seminars will be held on Values and Ethics, HR Modernization, Employment Equity and Diversity and Respondent Relations

The Senior Management component targets new and existing members of senior management at Statistics Canada. It is intended to strengthen this management group and foster the concepts of continuous learning and working together.

2.4.3 Project Management Program

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This program allows participants to improve their skills as project leader, provides ability to discern their role as project managers/members and to describe the process of turning a project mandate into results that are quality, on time and on budget. Courses under this program give participants the methods and techniques to improve their project results. This program includes courses on Problem-Solving, Basic Project-Management, Risk-Management, and Project-Management in a Matrix Environment.

2.4.4 Informatics Training Program

[\(link\)](#)

Informatics Training administers and coordinates all computer training for supported software products at Statistics Canada. It helps employees in building on their computer knowledge, whether they are specialists or IT users. The courses are offered onsite for high demand courses to reduce training costs; offsite training can also be organised.

A comprehensive curriculum of courses related to the software products at Statistics Canada, including desktop, is available in both official languages. High-demand courses are held on-site. Off-site training occurs when a public course offers a more flexible schedule or when it is a more cost-effective alternative.

Informatics Training can customize existing course content and integrate job-specific exercises into the content. One on one training with an instructor is also available on demand. Informatics Training also provides support in making accommodations for the Regional Offices.

Informatics Training provides consultation services to:

- Determine training needs based on an employee's current and target skill level;
- Formulate an individual or divisional training plan linked to the division's strategic goals;
- Ensure that employees meet prerequisites for courses and take the appropriate level of training;
- Customize courses to reflect the skill set requirements for a specific position or work environment; and

- Place employees in groups with similar skill levels for more effective training.

A [course catalogue](#) can be found on the Informatics Training Web site; courses that are not found in the catalogue are also organised by Informatics Training.

2.4.5 Statistical Training Program

[\(link\)](#)

The Methodology Branch develops and delivers in-house statistical courses and workshops for Agency staff about statistical issues and in the application of current and fundamental statistical methods. Courses and workshops provide basic and advanced training on topics such as: survey design and development, questionnaire design, sampling, data analysis, time series methods, non-response, imputation, quality assurance, longitudinal surveys, and the interpretation and presentation of data.

2.4.6 Communication and Client Relations Training Program

This program allows employees to develop the ability to write clearly and concisely for any readership, any format. The exercises helps participants identify and solve common writing problems, develop highly focused outlines and structure their texts to best meet reader's need. It also introduces the principles that analyst should keep in mind when writing a Daily release. It helps all Statistics Canada's employees in particular those dealing with external clients or providing internal services to other divisions. Skill in using these proven techniques and role plays increase participants' confidence in coping effectively with potential conflict.

- **Client-Orientated Training**

This Statistics Canada training program, unique to the public service, offers employees learning opportunities to excel at the skills required in the realm of client relations, whether their clients are internal or external. The envy of international statistical agencies, this program has contributed significantly to the agency's client orientation which is at the core of serving the public well - an activity in which Statistics Canada takes pride.

The Client-Oriented Training focuses on teaching classic client relations concepts such as Marketing, Customer Service & Customer Service Leadership for Managers, Measuring Client Satisfaction, Dealing with Conflict & Difficult Clients, Negotiating with Clients, all customized and specific to, not only the Public Service, but Statistics Canada.

2.4.7 Generic Skills Program

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This program has numerous generic skills courses to help Statistics Canada's employees with different issues. Some of the courses offered are as follows: Career Management; Time Management; Stress Management; Effective Presentation Skills, Effective Preparation for an Interview; Managing Change and much more such as Standard First Aid and Cardio-Pulmonary Resuscitation.

2.4.8 University Certificate Program

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In conjunction with two universities in the Ottawa area, Statistics Canada has designed a University Certificate Program which provides undergraduate credit courses focusing on subjects which are most relevant to the work done at Statistics Canada. The Certificate Program is currently offered in the fields of economics, sociology and population studies. The program was developed in 1989 to facilitate employee development and enrichment by providing employees with an opportunity to attend university level courses.

2.4.9 Apprenticeship Programs

Apprenticeship Programs are the amalgamation of recruitment and staffing mechanisms with a learning program, which help organizations provide apprentices, trainees, and employees with the extensive training and experience needed to bring them up to a working level in an efficient, fair and transparent way.

These programs, which precede and end with an appointment process, usually involve a combination of formal training, coaching and developmental assignments within a structured learning framework and designed to: (1) attract and retain employees with "hard to find" skills; and (2) accelerate the development of internal resources.

1- Business managers (level AS-1 to 4)

This program was conceived when the administrative officer function was re-assessed to separate the financial and non-financial duties and is now fully implemented. Through this program, Statistics Canada provides training and development to prepare its recruits, whether they have been recruited internally or externally, for the challenges and realities of working in the Agency. Recruitment may be through open and/or closed selection processes.

2- Administrative Assistants (level CR-4 to 5)

This recruitment program for the CR4-5 is applied not only to the administrative community but throughout the Finance, Planning, and Evaluation Branch.

3- Resources Management Advisors (level AS-6 to 7)

The Policy Committee approved in 2005 this program to staff position for the RMA positions. This program uses a model similar to the one being used by the EX-1 and 2 communities.

4-Procurement Officers/Managers (level PG-1 to PG-3)

Significant changes have occurred in the materiel management and contract services environment throughout the Federal Public Service. New challenges and new regulations, aimed at ensuring fairness and transparency in government acquisitions processes for goods and services, have increased the complexity of the work performed at the working level. A classification relativity study, conducted by an independent party in 2005/06, demonstrated that the Statistics Canada divisional organizational structure could support the inclusion of a new job family at the PG-3 classification level. Confirmation of the classification level has been obtained by divisional management and approval to include this new PG-3 job family into the existing 'Recruitment and Development Program' has been obtained from the departmental 'Recruitment and Development' Sub-committee.

5-Human Resources Advisors (PE-1 to 3)

The PE Recruitment and Development Program at Statistics Canada is a two-year program consisting of assignment experience interspersed with training. The formal learning activities provided for PE recruits consist of introductory courses, courses which provide a corporate foundation and which are an asset in any HR discipline and then courses which are specific to a discipline. Each discipline has specific mandatory learning requirements.

6- Recruitment Programs for Mainstream Groups (ES, MA, SI, CS)

New professionals in the ES, MA, SI and CS groups participate in recruitment and development programs that combine rotational assignments interspersed with long duration flagship courses and mentoring.

2.4.10 Canada School of Public Service

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A new Learning and Training Policy introduced in May 2006 requires that employees attend a series of required training such as Orientation to the Public Service (E131). Required training also defined as mandatory training applies to all employees recently joining the Public Service Commission, promoted to supervisory function or promoted to manager and executive level. Other required training is also aimed at our Functional Specialists. These include employees who carry out roles and responsibilities that require function-specific knowledge, skills and attributes in the following priority area: procurement, material management, real property and information management.

For new Manager and Executive, a series of courses are required in order that they validate their knowledge in order to acquire Delegation Financial Signing Authority.

2.5 KLINK

E-learning

[\(link\)](#)

KLINK is the internal e-learning portal and offers its online courses to all Statistics Canada employees across Canada.

The library has over 3,500 courses, available directly to the employee's desktop, that cover topics such as informatics, business and professional development skills, languages and the Census.

The courses are grouped into 3 different catalogs:

[Information Technology](#)

[Professional Development](#)

[Statistics Canada – Free e-learning library](#)

The program also develops e-learning courses on subjects pertaining to the Agency such as the Census and Orientation to Statistics Canada.

2.6 Language Training and Testing

[\(link\)](#)

The Language Training and Testing section of the Official Languages and Translation Division (OLTD) provides a comprehensive blend of full-time and part-time language training to respond to Statistics Canada's language training needs, both present and future. The training is offered to employees on-site through contracts with private sector language training providers. OLTD is responsible for the management of the on-site program. This includes long and short term planning, coordination and follow-up of student progress as well as the development of new training programs and tools. A significant portion of language training for employees with learning disabilities is provided by the Canada School of Public Service on a cost-recovery basis. Statistics Canada also offers training on-site (part-time and full-time) to employees with special needs.

Language training to meet the language requirements of positions

Part-time language training is the method of training that will be an employee's first step in achieving the level of proficiency required in the second official language.

Statistics Canada's part-time program has contributed considerably to helping employees attain the language requirements for their position. Other employees, who had completed a significant number of hours of a full-time training plan but who were unable to successfully complete their training in this manner, have been able to achieve the level required through part-time training. Part-time training has also been integrated into longer term training plans that include a mix of part-time and full-time training.

Where an employee requires significant hours of training to achieve the required level of proficiency, part-time language training is frequently followed by full-time language training in order to enable the employee to successfully complete the training within the timeframe prescribed by the Public Service Official Languages Exclusion Approval Order.

All employees appointed as the result of a non-imperative staffing process are required to undertake part-time language training as soon as possible following appointment. This helps to reduce the time spent in full-time training. It also enables employees with much shorter training plans to achieve the level required without having to undertake full-time training.

Career / professional developmental training

Statistics Canada has had a language training program for recruits for many years. The purpose of the program has been to give employees an opportunity to acquire language skills early in their career so as to facilitate their

integration into a bilingual environment and, as well, to improve their career opportunities. It has also enabled employees to undertake training when salary related training costs were lower.

Participation in the professional development component for other employees requires a commitment to continuous training to a specific level, i.e. a minimum of 3 courses (70 hours each) per year until the employee reaches a B or C level of proficiency. Prior to approving part-time training for developmental purposes, managers are requested to ensure that training is aligned with the career plans of the employee, i.e. that agreed upon career plans will lead the employee to a position requiring both official languages.

All employees are required to take language training to meet the language requirements of their position, and employees wishing to pursue language training for career development (includes all new employees in the ES, SI, MA, and SI occupational groups), identify their language training goals in their Personal Learning Plan.

In conclusion, please refer to the “Learning at Statistics Canada Annual Report Card: 2007-2008” for statistical data. It contains tables for the reporting fiscal year on all the programs and activities described in this textual document.