



PCH On-Line Employee Survey

FINAL REPORT

Submitted to:

Canadian Heritage

EKOS RESEARCH ASSOCIATES INC.

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EXECUTIVE SUMMARY

Objectives and Methodology

As part of the Department's commitment to making PCH a "great place to work and learn," the Human Resources and Workplace Management Branch with EKOS Research Associates conducted an employee survey between February 15th and March 3rd, 2005. In addition to monitoring progress in the areas of workplace well-being, learning and diversity, this year's survey included a number of new questions related to harassment, fairness and official languages.

All term (over three months) and indeterminate employees in the Department were invited to participate in the self-administered questionnaire accessed on-line on a secure website. In total, 1,367 employees completed the survey for a response rate of 72 per cent. This sample has an associated margin of error of up to +/- 1.4 per cent, at a 95 per cent confidence interval (i.e., 19 times out of 20). This is compared to 1,048 employees who completed the questionnaire in 2004 for a response rate of 54 per cent and an associated margin of error of +/- 2.1 per cent, at a 95 per cent confidence interval.

Key Findings

The findings are presented in this report by themes: workplace well-being, learning, fairness, and official languages.

Most results were quite positive and there was a general increase across most indicators toward the positive. However, it is important to note that results varied between branches, and that Employment Equity groups members, Anglophone employees, employees 55 years or older and employees located in the regions scored somewhat lower than other employees on certain indicators (to be discussed in more detail below). In general, the Business Health Culture Index (BHCI) and Learning Culture Index (LCI) scores increased from 2004, and ranges across sectors, branches, and regions were narrower. Managerial support for learning was a stronger driver for the LCI, compared to organizational support, and most positive changes involved getting the needed training and the relationship between employees and managers. While some progress was made in the areas of having a say in decisions that affect one's work and having opportunities for promotion at PCH, both remained among the lowest results in the survey.

Workplace Well-Being

Eighty-seven per cent of employees agreed that "PCH is a great place to work," a marginal increase from 85 per cent in 2004.

The Business Health Culture Index for the Department (+0.77) indicates that the health culture of the organization is supporting the achievement of its business objectives. The index, constructed from

four items in the survey, examines the degree to which the organization is perceived as balancing the key working conditions of control and reward (satisfaction) and demand and effort (stress). Scores across branches/regions ranged from +0.08 to +1.32, compared to a range of -0.3 to +1.50 in 2004. While the index score increased from 2004 (+0.73), the score for many of the regions remained lower than the PCH average.

The four indicators that comprise the BHCI – receiving adequate recognition from your manager for a job well done; balancing personal, family and work needs; being able to complete assigned work during regular working hours; and having a say in decisions and actions that impact on your work – have all remained relatively stable since 2004. One should note, however, that the results related to recognition were higher than the ratings related to having a say in decisions. Overall, employees enjoyed a relatively positive balance between stress and satisfaction.

Ninety-six per cent of employees agreed that they were strongly committed to their organization's success. This is unchanged from 2002.

Learning

Eighty-one per cent of employees strongly or mostly agreed that "PCH is a great place to learn," up from 74 per cent in 2004.

For the 2004-05 fiscal year two-thirds of PCH employees had either prepared a written (52 per cent) or verbal (15 per cent) learning plan. Significantly, two-thirds of these employees reported that their learning plan took Departmental, branch or regional objectives into account – an increase of eight percent from 2002. The most commonly cited reason for not having prepared a learning plan was workload. Workload and lack of funds were also cited as barriers to completing learning plan objectives, although one-quarter reported that they had not experienced any barriers.

Forty-four per cent of employees had written work commitments and 87 per cent of employees indicated that they would complete their work commitments to a moderate or great extent by the end of 2004-05.

Conferences and seminars and the traditional classroom training remained the most common methods of learning among PCH employees, with about half of employees having participated in each of these forms of learning for between four to five days. Although the number of those participating in e-learning was relatively small (18 per cent), it represented an 11 per cent increase from 2004, and may suggest the emergence of an important new component to the learning mix. New to this year's survey, one-quarter of employees reported participating in language training in the 2004-05 fiscal year, and between one-third and half of PCH employees had sometimes or frequently participated in informal learning activities.

Employee perceptions of the support they received for learning were analyzed using the overall Learning Culture Index and its two sub-scores -- organizational and manager support. These two

sub-scores are made up of eight indicators (three organizational and five manager). The LCI score for the Department was 0.77 (on a -2 to +2 scale). While almost three-quarters of employees scored on the high end of the index (i.e., between +1 and +2), employees 55 years of age or older were more likely to have a lower score. The overall score for the Department was somewhat higher than 2004 (0.61) and 2002 (0.67). The strongest individual contributors to the LCI score were managers doing a good job of helping to determine their employees' learning needs, helping develop their careers, as well as managers providing their employees with useful feedback.

PCH employees tended to provide slightly more positive ratings of manager support compared to organizational support for learning. For both sub-scores, the scores increased slightly.

The areas where employees were the most positive continued to relate to access to training and their manager keeping them informed of issues affecting their work, accepting suggestions on ways to improve things, and providing feedback on performance. Weaker elements had to do with opportunities for promotion within the Department and managers supporting their employees' learning and career needs.

Ninety-five per cent of employees indicated that they had taken responsibility for their learning and career development. This is a new indicator, and thus cannot be compared to previous findings.

Fairness

This year, a new index, the Fairness Perception Index (FPI), was included in the survey. The FPI (range -2 to +2) measures the extent to which employees perceive they are treated fairly, considering both procedural justice (fair processes) and distributive justice (fair treatment). It is a composite of 10 indicators measuring perceived inclusion, harassment, discrimination, and barriers to career progress based on gender, age, and other related measures. Employees who belong to a visible minority group or as persons with a disability scored somewhat lower on this index.

Just over one in 10 employees reported having been the victim of harassment (13 per cent) and discrimination (11 per cent) on the job during the past year, unchanged from 2002. Persons with a disability and Aboriginal persons were more likely than others to report having been the victim of harassment or discrimination on the job. Employees who reported discrimination or harassment had experienced it primarily from individuals with authority over them (82 per cent) and co-workers (47 per cent) compared to 75 per cent and 55 per cent, respectively in 2002.

Ninety-one per cent of employees agreed that every individual in their work unit is or would be accepted as an equal member of the team regardless of race, national or ethnic origin, gender, physical or mental disability, sexual orientation, age or religion (although employees who belong to a visible minority group more often disagreed with this statement). PCH employees also said that religion, sexual orientation and physical or mental disability had not had a negative impact on career progression. Barriers owing to race, gender and age, however, were reported with more frequency among employees overall. As well,

Employment Equity group members reported a slightly higher incidence of negative impacts on career progression.

The strongest individual contributors to the FPI were the perception of a fair selection process and the ability to disagree with their manager without fear of reprisal, the perception that everyone was or is treated equally and that "PCH is a great place to work".

Official Languages

Just over one-quarter of employees reported that they had identified the improvement of their second official language as a learning objective in their 2004-05 learning plan. Anglophone employees were more likely than their Francophone counterparts to have identified improving their second official language as a learning objective.

While the majority of employees felt they could work effectively in both official languages, Anglophone employees were far less likely to feel this was true compared to Francophone employees. Nearly two-thirds of PCH employees reported they frequently use their second official language on the job. Four in 10 Anglophone employees reported this was the case compared to three-quarters of Francophone employees.

Half of employees reported that they would like to improve their oral communication, one-quarter stated that they would like to improve their written correspondence skills, seven per cent wanted to improve their written presentation skills, and four per cent said that they would like to improve their oral presentation skills. One in ten felt that no improvement was needed.

One-third of employees reported that they had not faced any barriers in improving their second official language. One-quarter felt that workload had prevented them from improving their second official language, and approximately five per cent mentioned lack of management support, not being aware of learning opportunities, and a lack of funds. One in ten employees reported having had access to employer-paid language training during their career, with two-thirds of Anglophone employees having had access to either part-time or full-time training, compared to just under one-third of Francophone employees.

Typology

To contribute to the interpretation of the results, a segmentation analysis was performed, in order to identify distinct, homogeneous groups of employees across a range of attitudes captured by the survey. Using factor, reliability and cluster analyses, five groups of employees were isolated. These groups were identified on the basis of attitudes along three summary dimensions: attitudes toward their immediate working environment and manager; attitudes regarding the overall Departmental working environment; and, attitudes specific to their perception of learning and career opportunities. Two of the segments (*Completely Contented* and *Contented*), encompass 59 per cent of all PCH employees who generally express positive views regarding the three dimensions of working their environment at Canadian Heritage. The *Narrowly*

Contented segment represents one fifth of PCH employees who have negative views about their manager and immediate working environment, but are less critical about the organization overall and their career development opportunities specifically. The remaining 20 per cent of PCH employees (16 per cent *Discontented* and four per cent *Completely Discontented*) hold generally negative attitudes towards the working environment at PCH, expressing dissatisfaction with their manager, the organization overall, and their learning opportunities.

1. INTRODUCTION

1.1 BACKGROUND

The purpose of this research was to obtain the views of Canadian Heritage (PCH) employees on the topics of learning and career development, workplace well-being, fairness and official languages. This survey serves to update several key measures from the 2002 Public Service Employee Survey and from the 2004 PCH On-line Employee Survey. The information will, in turn, feed into measurements of performance, in particular for the Human Resources and Workplace Management Branch, and will be used to generate further discussions in the Department on these important issues. The results will also be used for the HRWM dashboards and subsequent performance discussions between ADMs and DGs, and DGs and Directors.

1.2 METHODOLOGY

All indeterminate and term employees (over three months) in the Department were invited to participate in the survey. Casual workers (work 12.5 hours or less per week), exempt staff, lieutenant-governors and orders in council appointments, individuals on assignments outside of the Department, and students were excluded from the survey. The survey was conducted as a self-administered questionnaire that employees accessed online over the Internet. An alternate format version of the survey was also available for those with visual impairments and who rely on screen reading technology.

The bilingual survey instrument included 50 questions, approximately 80 per cent of which were replicated from the 2002 Public Service Employee Survey and the PCH 2004 Online Employee Survey to provide a trend analysis. Once designed, programmed, and translated, the survey instrument was pre-tested with a small group of employees.

The data collection period occurred between February 15 and March 3, roughly one year after the 2004 survey, which is used as a comparison for most survey findings this year. A total of 1,891 employees were e-mailed an invitation to participate in the survey. In total, 1,367 employees completed the questionnaire for a response rate of 72 per cent. This sample has an associated margin of error of up to +/-1.4 per cent, at a 95 per cent confidence interval (i.e., 19 times out of 20). It should be noted that the sample reflect PCH demographics.

1.3 ORGANIZATION OF THE REPORT

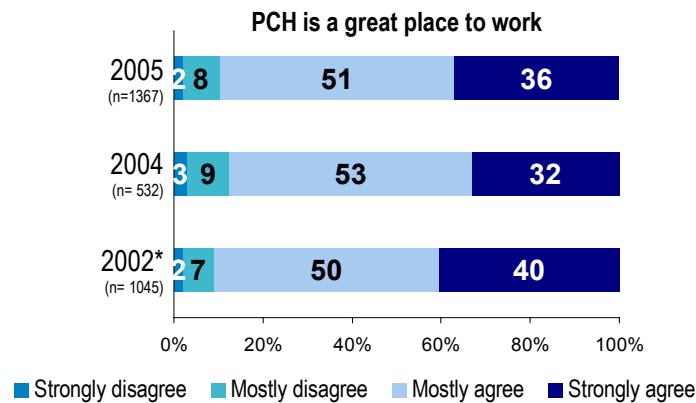
There are five chapters in this report in addition to this introduction: Chapter Two focuses on PCH as a place to work; Chapter Three presents findings related to learning and career development; Chapter four deals with PCH employees' perceptions of workplace well-being. Chapter Five describes results pertaining to fairness perception; Chapter Six details results pertaining to Official Languages; Chapter Seven details a typology of employees; and Chapter Eight includes a profile of the survey sample.

2. PCH AS A PLACE TO WORK

Nearly nine in 10 employees (87 per cent) feel that PCH is a great place to work, while only 10 per cent disagree. This is up slightly from 2004 when 85 per cent felt that PCH was a great place to work and 12 per cent disagreed and down slightly from 90 per cent in 2002. In a regression model used to determine the closest linkages to, and best predictors of a positive attitude on this item, receiving adequate recognition from one's manager when a good job is done and having a say in decisions and actions that impact work are the two found to be the most significant when controlling for the effect of other variables.

Work Environment

“To what extent do you agree or disagree with the following statement?”



* Old question "My organization is a good place to work"



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Employee sub-group differences are described as follows:

- Employees in the Direct Reports “sector” are more likely than other employees to agree that PCH is a great place to work. Those in Public Affairs and Communications, on the other hand, are more likely than other employees to disagree that PCH is a great place to work.
- Quebec region employees are more likely than their counterparts to disagree that PCH is a great place to work.
- The same is true of Economics, Sociology and Statistics Group employees and those who have been in the Public Service for five to 10 years who are also more likely than their counterparts to disagree that PCH is a great place to work.

- Scores on all three indices are positively correlated with agreement that PCH is a great place to work.

3. LEARNING AND CAREER DEVELOPMENT

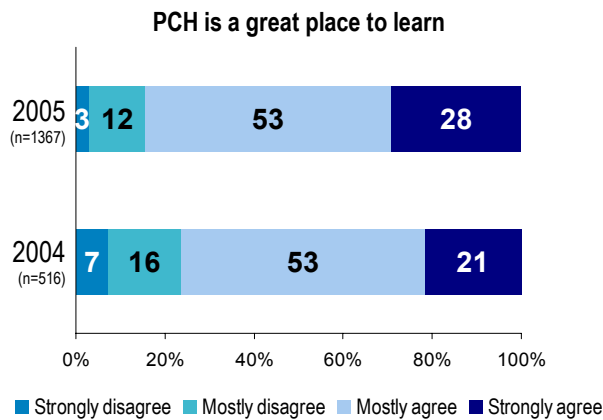
3.1 OVERALL SUPPORT FOR LEARNING

Eight in 10 employees (81 per cent) strongly or mostly agree that PCH is a great place to learn. This has increased by seven per cent since 2004. Twelve per cent of employees mostly disagree with this statement (down from 16 per cent in 2004) and three per cent strongly disagree (down from seven per cent in 2004).

In a regression model used to determine the closest linkages to, and best predictors of a positive attitude on this item, receiving the training that one needs to do one's job and believing that one has opportunities for promotion within the Department were found to be the strongest indicators, when controlling for the effect of other variables.

Other Items Related to Learning

“To what extent do you agree or disagree with the following statement?”



Employee sub-group differences are described as follows:

- Employees who think that PCH is a great place to work are more likely than their counterparts to feel that PCH is also a great place to learn.
- This is also true of employees who feel that PCH treats them with respect and those who take responsibility for their own learning.
- Across sectors, employees in the Direct Reports and the Planning and Corporate Affairs sector are more likely than other employees to agree that PCH is a great place to learn. Public Affairs and Communications sector employees, on the other hand, are less likely to feel this way.
- Quebec region staff are more likely than other employees to disagree that PCH is a great place to learn.
- Scores on the LCI and the BHCI are positively correlated with agreement on this question.
- Administration Services Group and Francophone employees are more likely than other employees to agree that PCH is a great place to learn, while those in the Program Administration Group, Anglophone employees, and persons with a disability are more likely to disagree with the statement.

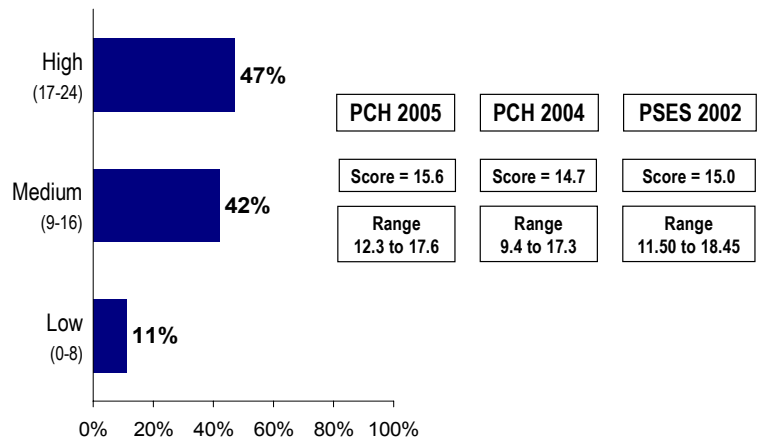
3.2 LEARNING CULTURE INDEX: OVERALL SCORE

PCH employees express increasing satisfaction with the support for learning received from their manager and the organization in which they work. Nearly half of respondents (47 per cent) scored high on the Learning Culture Index (LCI) constructed to measure these concerns. About four in 10 employees (42 per cent) scored in the middle zone and just 11 per cent had a low score.

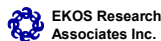
As with previous surveys, the LCI is composed of two separate sub-scores measuring organizational and manager support for learning. These two sub-scores (discussed separately below) are made up of eight indicators (three and five indicators, respectively) which were combined to form the LCI – an overall indicator of employee satisfaction with the Department in terms of the learning environment where they work. It provides insight into the Department's capacity to facilitate the efficient and accurate transfer of information to and between employees. The points on the index (ranging from a possible 0 to 24) are separated into three approximately equal zones representing high, medium and low scores. High scores (17-24) can be interpreted as indicative of an organization that is perceived to be responsive, flexible, and adaptive. Low scores (0-8) indicate an organization that is unresponsive, rigid, and non-adaptive. Medium scores (9-16) indicate that the organization is somewhere between the two extremes. The mean score on this index in the current survey is 15.6. This is a small increase from 2004 when the average score was 14.7 and also marginally higher than the 2002 score of 15.0. The scores across branches range from 12.3 (Major

Events and Celebrations) to 17.6 (Arts Policy) (please see Table 1 on page 19 for detailed sector and branch scores).

Learning Culture Index (LCI): Overall Score



n=1016; those who scored on the index



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Employee sub-group differences for the overall LCI are presented below.

- Employees who agree that PCH is a great place to work and also a great place to learn have higher LCI scores.
- Scores on the LCI are positively correlated with employees agreeing they get adequate recognition from their manager when they do a good job and believing that PCH treats them with respect.
- Employees who agree that every individual in their work unit is accepted as an equal member of the team have a more positive score on the LCI.
- Planning and Corporate Affairs employees score higher on the index while Public Affairs and Communications sector employees have a lower mean score compared to the overall Department (see Table 1 on page 19 for individual sector results).
- Employees in the Arts Policy and Publishing Policy and Programs branches tend to score higher on the LCI than employees in other branches, while employees in the Major Events and Celebrations branch and the Heritage Branch score lower (see Table 1 on page 19 for individual branch results).
- Scores on the LCI are positively correlated with scores on the BHCI and the FPI.

- Executives and Administrative Services Group employees score higher on the index while Information Services and Economics, Sociology and Statistics Group employees tend to score lower.
- Employees who have been working for Canadian Heritage for less than two years and the Public Service for less than three years have a higher mean score than the Department as a whole.
- Employees directly responsible for a team of employees and financial resources have a higher mean score on the LCI.
- Francophone employees tend to score higher on this index than their Anglophone counterparts.

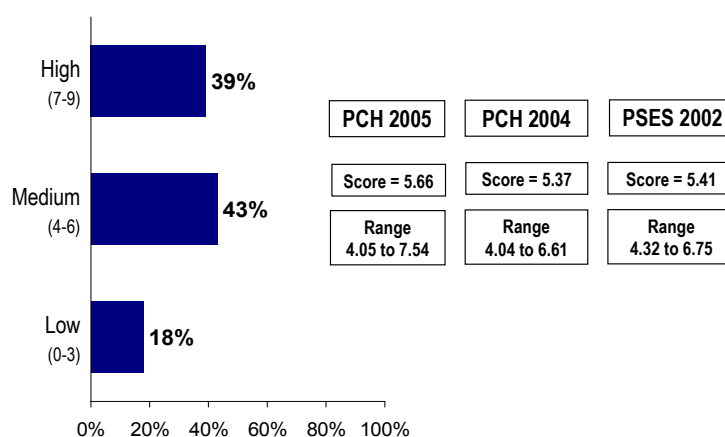
3.3 LEARNING CULTURE INDEX: ORGANIZATIONAL SUPPORT

a) Learning Culture Index: Organizational Support

Three items (discussed separately below) were combined to form a sub-score of organizational support for learning at PCH – an overall indicator of employees’ assessments of their organization’s support for learning and career development. When points on the index are divided into three equal ranges, the distribution is as follows: nearly four in 10 respondents scored high on the index (39 per cent), 43 per cent have a medium score, and 18 per cent have a low score on the index.

The mean score on this index is 5.66, which is largely unchanged from 2004 when the average score was 5.37 and from 2002 when the average score was 5.41.

Learning Culture Index (LCI): Organizational Support



n=1093; those who scored on the index



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Employee sub-group differences are described as follows:

- Employees who agree that they get adequate recognition from their immediate supervisor when they do a good job have a higher mean score on the index.
- Employees who agree that their manager would take their suggestions for improvements seriously have a more positive score on the index, compared to those who disagree.

- Employees who agree that every individual in their work unit is accepted as an equal member of the team have a more positive score on the index.
- Direct Reports “sector” employees have a higher mean score on this index, indicating more positive perceptions of their organization’s support for learning and career development compared to other employees. The opposite is true for Public Affairs and Communications sector employees who tend to have a lower score on the index (see Table 1 on page 19 for individual sector results).
- Employees in the Financial Management and Publishing Policy and Programs branches have a higher mean score on the index compared to employees in other branches. Employees in the Major Events and Celebrations branch along with those in the International Affairs branch score lower on the index (see Table 1 on page 19 for individual branch results).
- Employees with higher a manager support sub-score are also more likely to believe that PCH is a great place to learn.
- Executive and Administrative Services Group employees have higher mean scores, while Program Administration Group employees, employees in the age category of 55 years or older, and not surprisingly, those who have worked in the Public Service for five to 10 years score lower than average.
- Managers have higher mean scores on the sub-score, compared to those who do not have responsibilities in this area.
- Persons with a disability and Aboriginal persons have lower mean scores than other employees.
- Francophone employees tend to score higher on this sub-score than their Anglophone counterparts.

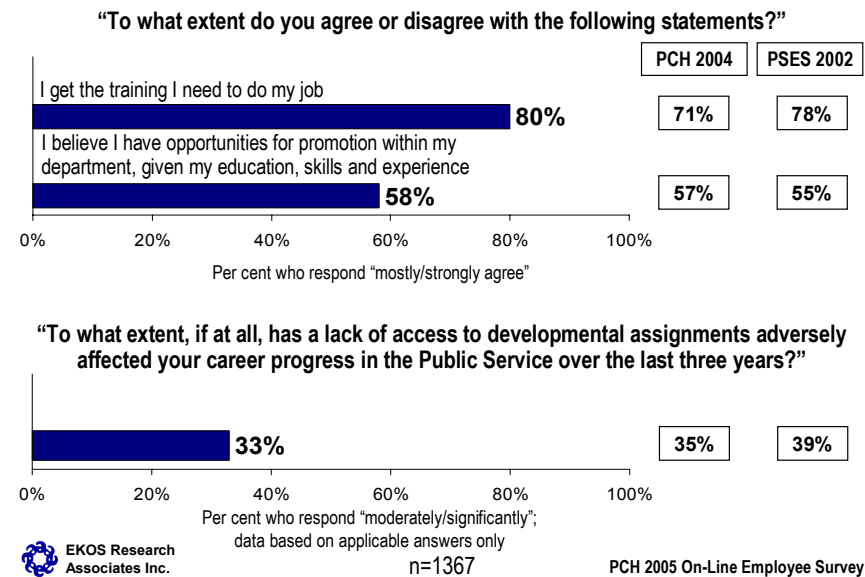
b) Measures of Organizational Support

Results for each of the three items that comprise the organizational support for learning score are presented in this section. In general, PCH employees are very positive about getting the training they need in order to do their jobs. Eight in 10 (80 per cent) feel they get the training they need to do their jobs. Substantially fewer (58 per cent) believe they have opportunities for promotion given their education, skills and experience. While the measure of opportunities for advancement is relatively unchanged since 2004, employees’ rating of access to training has increased over this period (by nine percentage points).

Employees are less inclined to feel that a lack of access to developmental assignments has had an effect on their careers. Seven in 10 (67 per cent) say that a lack of access to developmental assignments has little or no effect on their career progress, while three in 10 (33 per cent) feel that it has

had a moderate to significant effect. This figure has decreased by two percentage points since 2004 and by six percentage points since 2002.

Organizational Support for Learning



Employee sub-group differences on each of the questions are summarized below. Note that sub-group differences that have been cited with respect to the LCI are not repeated here. Only significant differences that are evident for the individual measure are described.

Get the training needed to do the job

- Employees who agree they get the necessary training to do their job are more likely to agree that PCH is a great place to work and learn.
- This is also true of those who feel the organization treats them with respect, those who take responsibility for their own learning and career development, and those who are committed to making PCH successful.
- Employees who participated in classroom training during the year (particularly those taking five or more days of training) are more likely to agree that they get the training they need to do their job.

Opportunities for promotion

- Perceived opportunities for advancement is positively linked to overall attitudes toward the Department; those who believe PCH is a great place to work, as well as a great place to learn are more apt to agree that they have opportunities for advancement at PCH.
- This is also true of those who feel the Department treats them with respect, those who take responsibility for their own learning, and those who are committed to making PCH successful.
- Employees in the Direct Reports and Cultural Affairs are more likely than those in other sectors to say that they have opportunities for promotion within their Department. The opposite is true of employees in the Public Affairs and Communications sector.
- Across branches, those in the Financial Management and Official Languages branches are more likely than those in other branches to say that they have opportunities for promotion within their Department.
- The opposite is true of employees in the Quebec and the Atlantic regions, and those in the Canadian Conservation Institute and in the Knowledge, Information and Technology Services branch. When compared with the Department as a whole, these employees more often disagree that they have opportunities for promotion given their education, skills and experience.
- Administration Services Group employees are more likely than other employees to feel they have the opportunity to advance given their education, skills and experience.
- Younger employees are more likely than their older counterparts to feel they have opportunities for advancement.
- Employees with less experience (less than two years) in Canadian Heritage or the Public Service are more likely to feel that they have the opportunity to advance given their education, skills and experience.
- Francophone employees are more likely to agree they get the training they need to do their job compared to their Anglophone counterparts.
- Persons with a disability are more likely than others to disagree that they have the opportunity to advance given their education, skills and experience.

Access to developmental assignments

- Perceived access to developmental assignments is linked to overall attitudes toward the Department; employees who disagree that PCH is a great place to work and a great place to learn are more apt to indicate that their career progress has been impeded significantly by a lack of access to developmental assignments.
- This is also true of those who disagree that PCH treats them with respect.

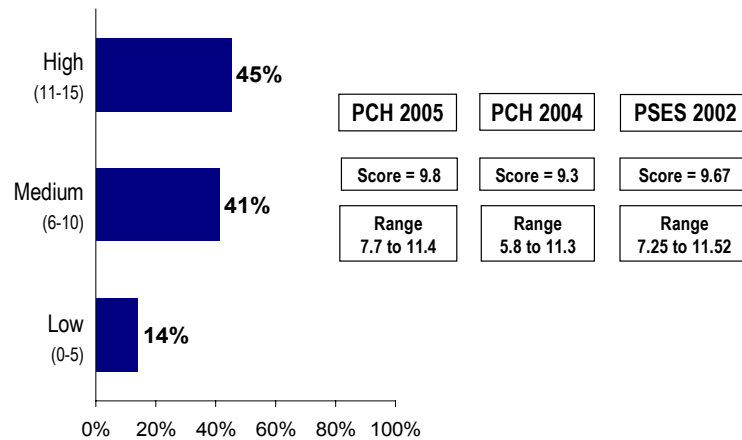
- Employees in the Planning and Corporate Affairs sector are more likely to feel that a lack of access to developmental assignments has had no effect at all on their career progress.
- This is also true of those employees in the Human Resources and Workplace Management and Canadian Conservation Institute branches.
- Executive Group and Administration Services employees feel their career progress has not been affected by a lack of access to developmental assignments. Clerical and Regulatory Group employees feel that there has been a moderate effect and Program Administration Group employees are more likely to report a significant effect on their career progress.
- Employees with 11 years or more of experience in the Public Service and managers are also more likely to feel that there has been no effect on their career progress.
- All employment equity groups are more likely to feel that a lack of access to developmental assignments has had a significant effect on their career progress.

3.4 LEARNING CULTURE INDEX: MANAGER SUPPORT

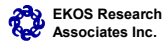
a) Learning Culture Index: Manager Support

Five survey items (described below) were combined into a score representing manager support for learning. Like the metrics discussed previously, respondent ratings on the each of the composite items are combined in an additive fashion and have been assigned a high, medium, or low score. More than four in 10 PCH employees (45 per cent) provided an overall high rating of support for learning from their manager, while 41 per cent have a medium score rating. Fourteen per cent have a low score rating. The mean rating on the index in 2005 is 9.8, which is largely unchanged from the 2004 score of 9.3, and also essentially the same as the PSES 2002 score of 9.67. The range of scores across branches is 7.7 (Communications) to 11.4 (Arts Policy and Corporate Review) (please see Table 1 on page 19 for detailed sector and branch scores).

Learning Culture Index (LCI): Manager Support



n=1234; those who scored on the index



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In terms of employee sub-group differences:

- Employees who have higher scores on the sub-score are more likely to agree that PCH is a great place to work and also a great place to learn.
- Employees who feel that PCH treats them with respect, those who take responsibility for their own learning, and those who are committed to making PCH successful are also more likely to have higher sub-scores.
- Employees who agree that they get adequate recognition from their manager when they do a good job have a higher mean score on sub-score.
- Employees who agree that every individual in their work unit is accepted as an equal member of the team have a more positive score on the sub-score.
- Planning and Corporate Affairs employees have a higher mean score on the manager support for learning index. The mean rating is lowest for Public Affairs and Communications employees (see Table 1 on page 19 for individual sector results).
- Across branches, the ADM's Office – Cultural Affairs, Corporate Review, and Citizenship Participation and Promotion branches have significantly higher mean ratings on the sub-score. Communications, Heritage, Film, Video and Sound Recording, and Major Events and Celebrations branch employees have lower scores compared to the average for the Department (see Table 1 on page 19 for individual branch results).

- Executives, Administration Services, and Computer Systems Group employees have higher mean scores than other employees on this sub-score.
- Managers, employees who have been working at Canadian Heritage for less than one year, and those who have worked in the Public Service for less than three years have higher mean scores than other employees on this particular sub-score.

b) Measures of Manager Support

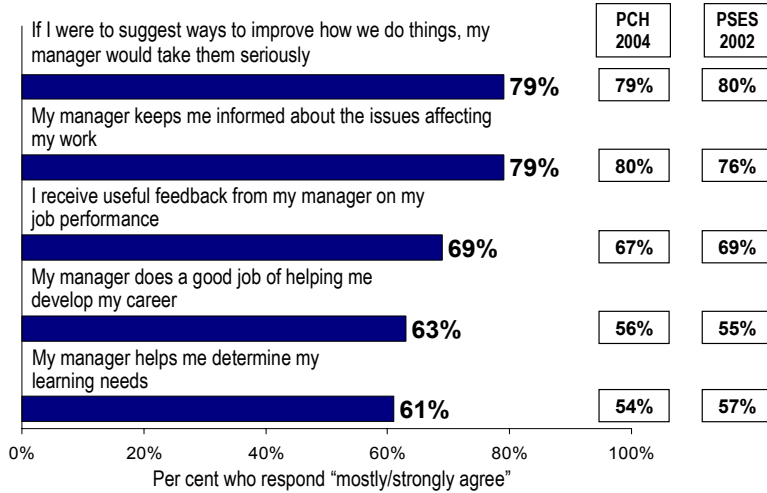
This section discusses results for each of the individual questions that were combined to form the manager support for learning sub-score.


Eight in 10 PCH employees (79 per cent) mostly or strongly agree that if they were to suggest ways to improve the way things are done their manager would take them seriously, and about the same proportion say their manager keeps them informed about the issues affecting their work. The former rating is unchanged from 2004 and the latter represents a drop of one percentage point. Over two-thirds of employees (69 per cent) mostly or strongly agree that they receive useful feedback from their manager on their job performance (up two percentage points since 2004 and back to levels seen in 2002).

While employee ratings of managerial support for learning and career development, specifically, are somewhat less positive than the rest of the indicators, perceptions are improving. Sixty-three per cent of employees mostly or strongly agree that their manager does a good job of helping them develop their career, an increase of seven per cent since 2004. A somewhat smaller proportion (61 per cent) agrees that their manager helps them determine their learning needs. This figure is also up by seven per cent since 2004.

Manager Support for Learning

“To what extent do you agree or disagree with the following statements?”



 EKOS Research Associates Inc.

n=1367

PCH 2005 On-Line Employee Survey

Sub-group differences among PCH employees are described below.

Manager takes suggestions seriously

- Employees who agree that their manager takes their suggestions for improvement seriously are more likely to agree that PCH is a great place to work and also a great place to learn.
- Those who feel their manager takes their suggestions seriously are also more apt to agree that their organization treats them with respect, they take responsibility for their own learning, and they are committed to making PCH successful.
- Direct Reports “sector” employees are more likely to agree that their manager would take their suggestions for improvement seriously, while Public Affairs and Communications sector employees are more apt to disagree.
- Communications branch employees and those in the Quebec region are more apt to disagree that their manager would take their suggestions for improvement seriously, compared to other PCH employees.
- Executive Group employees are also more likely to feel that their manager would take their suggestions for improvement seriously.
- This is also true of managers compared to non-managers.

Manager keeps me informed

- Employees who agree that their manager keeps them informed are more apt to agree that PCH is a great place to work and to learn.
- Employees who agree that their manager keeps them informed are also more likely to feel the organization treats them with respect, they take responsibility for their own learning, and they are committed to making PCH successful.
- Direct Reports “sector” employees are more apt to agree that their manager keeps them informed about issues affecting their work.
- Employees in the Quebec region more often disagree with the statement that their manager keeps them informed about the issues affecting their work, relative to other employees.
- Employees who report that their manager keeps them informed about the issues affecting their work are more likely to score high on the BHCI and FPI.

Receive useful feedback on job performance

- Employees who agree that their managers provide useful feedback are more apt to agree that PCH is a great place to work and also to learn.
- Employees who receive useful feedback also feel the organization treats them with respect, that they take responsibility for their own learning, and that they are committed to making PCH successful.
- Employees in the Ontario region are more likely to agree that they receive useful feedback from their manager on their job performance, compared to the average.
- Those who agree with the statement are also more likely to score high on the BHCI and FPI.
- Those who have worked in the Public Service for five to 10 years are more likely than their counterparts to disagree that they receive useful feedback on their job performance.

Manager does a good job of helping develop career

- Employees who agree that their manager does a good job of helping develop their career more often agree that PCH is a great place to work and a great place to learn.
- Employees who agree with this statement also feel the Department treats them with respect, are committed to ensuring the organization's success, take responsibility for their learning.
- Staff in the Public Affairs and Communications sector more often disagree that their manager does a good job of helping to develop their career than other employees do.
- Program Administration Group employees are more likely to disagree that their manager does a good job of helping develop their career. Employees in the age categories under 35 are more likely to agree that their manager does a good job in this area, while employees in the oldest age category (more than 55 years of age) are least likely to agree with the statement. The age pattern is reflected in the results based on tenure - employees who have more tenure with PCH and with the Public Service are less likely to agree that their manager does a good job of helping them to develop their career.
- Francophone employees are more likely to agree with this statement than their Anglophone counterparts.

Manager helps determine learning needs

- Employees who agree that their manager helps determine their learning needs are more likely to agree that PCH is a great place to work and also to learn.
- Those who agree with that statement are also more likely to feel the organization treats them with respect, they take responsibility for their own learning, and they are committed to making PCH successful.
- Public Affairs and Communications sector employees disagree that their manager helps them determine their learning needs more often than employees in other sectors.
- Across branches, Citizenship Participation and Promotion employees are more apt to agree that their manager helps them determine their learning needs. Communications staff and those in the Film, Video and Sound Recording branch, on the other hand, disagree with the statement more often than average.
- Those who agree that their manager helps determine their learning needs also have high BHCI scores.
- Francophone employees are more likely than their Anglophone counterparts to agree that their manager helps to determine their learning needs.
- Persons with a disability are more likely than other employees to disagree that their manager helps them determine their learning needs.

Table 1: Learning Culture Index Mean Scores: By Sector and Branch

Department Overall	Overall Score (15.6)	Organizational Support (5.66)	Manager Support (9.8)
Sector			
Direct Reports*	16.0	6.15	10.3
Cultural Affairs	16.0	5.92	10.0
Citizenship and Heritage	15.4	5.69	9.5
International and Intergovernmental Affairs	16.0	5.75	10.1
Planning and Corporate Affairs	16.7	6.07	10.5
Public Affairs and Communications	14.1	5.01	9.2
Branch			
Corporate Secretariat	15.7	5.72	10.2
Human Resources and Workplace Management	17.0	6.35	10.3
Arts Policy	17.6	6.20	11.4
Canadian Culture Online	14.9	5.41	9.3
Film, Video and Sound Recording	14.0	5.59	8.4
Publishing Policy and Programs	17.5	6.51	10.9
Cultural Affairs Residual*	15.9	5.59	10.5
Aboriginal Affairs	15.3	6.04	9.3
Canadian Conservation Institute	15.1	5.41	8.9
Canadian Heritage Information Network	15.5	5.79	9.7
Citizenship Participation and Promotion	17.4	6.03	11.1
Multiculturalism and Human Rights	13.8	4.71	8.8
Official Languages Support Programs	16.8	6.50	10.2
Heritage Branch	13.0	5.41	8.0
International Affairs	13.4	4.69	9.0
Sport Canada	16.6	6.16	10.1
Corporate Review	17.4	5.56	11.4
Financial Management	17.2	6.56	10.3
Knowledge, Information and Technology Services	16.8	5.95	10.9
Planning and Corporate Affairs Residual*	14.6	5.62	9.3
Communications	13.9	5.79	7.7
Major Events and Celebrations	12.8	4.05	8.4
E-Services	14.6	5.61	9.3
Public Affairs and Communications Residual*	14.5	5.71	9.0
Region			
Western	15.3	5.27	10.0
Prairies/Northern	14.5	4.78	9.9
Ontario	15.5	5.05	10.2
Atlantic	13.0	4.33	9.1
Quebec	12.3	4.42	8.7

* Shaded areas indicate unofficial sector/branch names created to ease analysis. See Appendix B for full list of branches included in these groups.

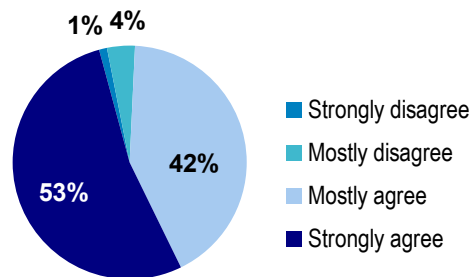
3.5 PERSONAL RESPONSIBILITY

When asked to rate whether they agree or disagree that they take responsibility for their own learning and career development, over half of PCH employees (53 per cent) strongly agree that they do. A further 42 per cent mostly agree. Only five per cent of employees disagree that they take responsibility for their learning and career development. This was not asked in previous iterations of the survey.

Personal Responsibility for Learning and Career Development

“To what extent did you agree or disagree with the following statement?”

I take responsibility for my learning and career development

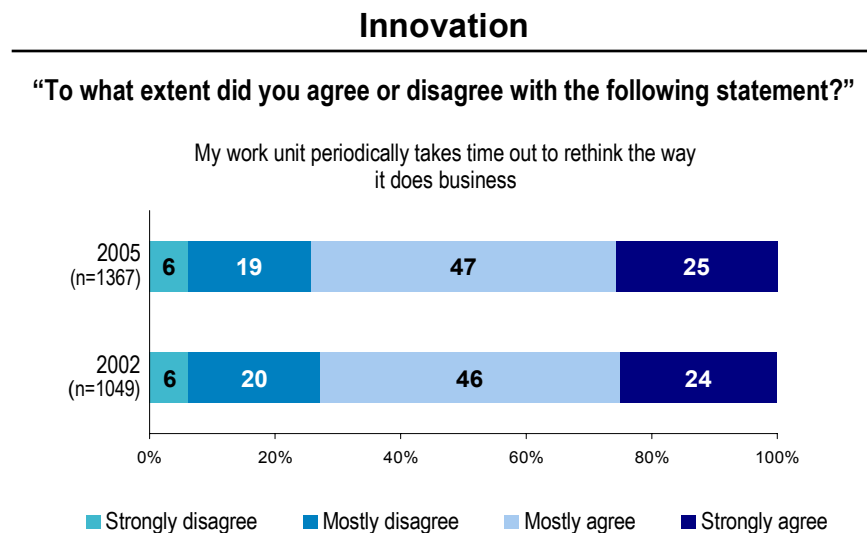


Employee sub-group differences are as follows:

- Employees who agree they take responsibility for their learning and career development are more likely to agree that PCH is a great place to work and also to learn.
- Those who agree with the statement are also more likely to have high BHCI and LCI scores.
- This is also true of managers, those who feel the organization treats them with respect, and those who are committed to making PCH successful.

3.6 DEPARTMENTAL INNOVATION

Nearly three-quarters of employees continue to strongly (25 per cent) or mostly (47 per cent) agree that their work unit periodically takes time out to rethink the way it does business. One in five (19 per cent) mostly disagrees and six per cent strongly disagree that their unit takes time out to rethink the way it does business. These are all virtually unchanged since 2002.



Sub-group differences are as follows:

- Employees who agree that their work unit takes time out to rethink the way it does business are more likely to agree PCH is a great place to work and also to learn.
- While Direct Reports “sector” employees are more likely than other employees to agree that their work unit periodically takes time out to rethink the way it does business, Public Affairs and Communications sector employees are more likely to disagree.
- Film, Video and Sound Recording, and Planning and Corporate Affairs Residual branch employees are also more likely to disagree (please see Appendix B for list of sectors, branches, and residuals).
- Employees who agree with the statement are more likely to score high on all three indices (but particularly on the LCI).

- Administration Services and Executive Group employees are more likely than other employees to agree with the statement.
- This is also true of managers, compared to non-managers.
- Employees who belong to a visible minority group are more likely to disagree that their work unit periodically takes time out to rethink the way it does business.

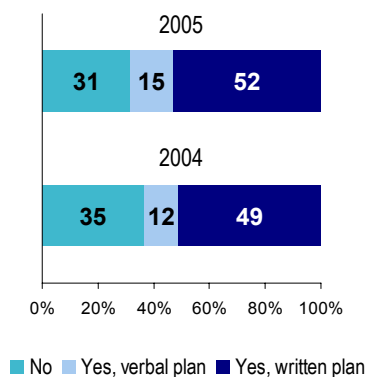
3.7 LEARNING PLAN

There has been an increase in the number of employees reporting that they had a learning plan in the most recent fiscal year. For the 2004-05 fiscal year, 67 per cent of PCH employees had either a written or verbal learning plan, up from 61 per cent a year earlier. Half of the respondents in the most recent survey said they had a written plan (52 per cent), while an additional 15 per cent said they had a verbal learning plan. Just under one-third of employees (31 per cent) said that they did not have a learning plan.

This year’s survey also introduced a new question examining why some employees did not prepare a learning plan. Nearly one-third of those who did not have a learning plan (31 per cent) reported that they were prevented from doing so by their workload. Approximately one in five (22 per cent) cited lack of management support. Other reasons offered were: learning not needed (seven per cent), retiring soon (seven per cent), and difficulty using the LPMS (five per cent). Over one-quarter (28 per cent) said they did not know why they did not prepare a learning plan for the 2004-05 fiscal year.

Learning Plan Preparation

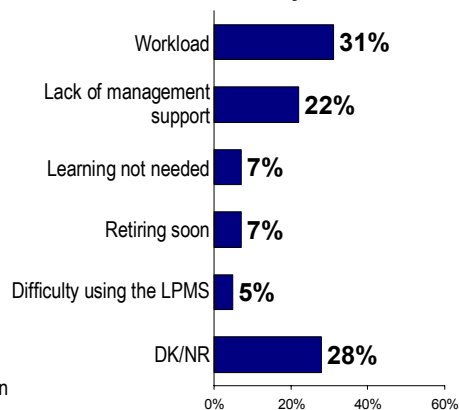
“For the 2004/05 fiscal year, did you prepare a written or verbal learning plan?”



EKOS Research Associates Inc.

n=1367

“What is your primary reason for not preparing a learning plan for the 2004/05 fiscal year?”



n=403; those who did not prepare a learning plan

PCH 2005 On-Line Employee Survey

Employee sub-group differences are described as follows:

Learning plan preparation

- Employees who have a *written* learning plan are more likely than other employees to have written work commitments, while those who have a *verbal* plan or no learning plan at all are more likely than other employees to not have written work commitments.
- Cultural Affairs sector employees are more likely than employees in other sectors to have a written learning plan. Direct Reports staff and Citizenship and Heritage sector employees are least likely to have prepared a learning plan for the 2004-05 fiscal year (see Table 2 on page 25 for individual sector results).
- Across branches, employees in Sport Canada, Knowledge, Information and Technology Services, the Western region, the Prairies and Northern region, Ontario region, Canadian Conservation Institute, Citizenship Participation and Promotion, Canadian Culture Online and Film, Video and Sound Recording branches are all more likely than those in other branches to have a *written* learning plan (see Table 2 on page 25 for individual branch results).
- Employees in the Multiculturalism and Human Rights branch, the Corporate Secretariat, along with those in the Aboriginal Affairs branch and the Public Affairs and Communications Residual are all least likely to have any kind of learning plan.
- Employees who had not prepared a learning plan are more likely to have a low LCI score.
- Commerce Group and Program Administration Group employees are more likely than average to have a *written* learning plan in place, while Executive Group employees are more apt than others to have *verbal* plans. Administrative Services Group employees are less likely than other employees to have any learning plan.
- Employees aged 45 to 54 are more likely than others to report having a *verbal* learning plan in place.
- Anglophone employees are more likely than their Francophone counterparts to have a *written* learning plan in place.
- Those employees with one to two years experience at PCH are more likely than other employees to have a *written* learning plan in place, while those with less than one year experience are less likely to have a learning plan.
- Managers are more likely than non-managers to have both written work commitments and a *verbal* learning plan in place. Non-managers, however, are less likely to have a written work commitment but are more likely to have a *written* learning plan.

Reasons for not preparing a learning plan

- Lack of management support was more likely to have been cited as the primary reason for not having prepared a learning plan by those who disagree that PCH is a great place to work and to learn and those who disagree that the organization treats them with respect.
- While those with a low LCI score cite lack of management support as the primary reason, those with high scores are less likely to know why they did not prepare a learning plan.
- While Administration Services Group employees are more likely than others to report that training is not needed, Program Administration Group employees are more likely than others to report that their workload prevented them from preparing a learning plan.
- Employees in the older age category (45 years and older), along with those who have been with PCH for 11 years or more and those who have been with the Public Service for 11 years or more are more likely to cite the fact that they are retiring soon as the primary reason for not preparing a learning plan.
- Managers are more likely than non-managers to report that their workload prevented the preparation of a learning plan.

Table 2: Learning Plan Preparation: By Sector and Branch

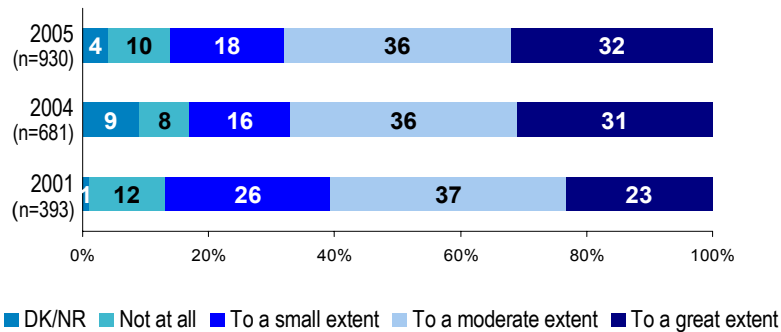
Department Overall	Yes, written plan (52%)	Yes, verbal plan (15%)	No learning plan (31%)
Sector			
Direct Reports*	37%	16%	43%
Cultural Affairs	75%	9%	15%
Citizenship and Heritage	45%	13%	39%
International and Intergovernmental Affairs	57%	14%	28%
Planning and Corporate Affairs	51%	18%	29%
Public Affairs and Communications	51%	17%	29%
Branch			
Corporate Secretariat	5%	20%	68%
Human Resources and Workplace Management	58%	17%	22%
Arts Policy	73%	14%	5%
Canadian Culture Online	79%	9%	12%
Film, Video and Sound Recording	81%	11%	8%
Publishing Policy and Programs	66%	11%	23%
Cultural Affairs Residual*	73%	7%	19%
Aboriginal Affairs	24%	15%	58%
Canadian Conservation Institute	74%	8%	13%
Canadian Heritage Information Network	30%	17%	47%
Citizenship Participation and Promotion	79%	10%	10%
Multiculturalism and Human Rights	24%	8%	65%
Official Languages Support Programs	28%	23%	50%
Heritage Branch	69%	8%	19%
International Affairs	34%	10%	52%
Sport Canada	79%	13%	8%
Corporate Review	64%	9%	27%
Financial Management	29%	27%	41%
Knowledge, Information and Technology Services	70%	11%	17%
Planning and Corporate Affairs Residual*	38%	25%	37%
Communications	15%	32%	52%
Major Events and Celebrations	35%	8%	54%
E-Services	92%	0%	4%
Public Affairs and Communications Residual*	15%	38%	47%
Region			
Western	71%	14%	14%
Prairies/Northern	74%	11%	16%
Ontario	79%	10%	5%
Atlantic	41%	13%	39%
Quebec	43%	16%	33%

* Shaded areas indicate unofficial sector/branch names created to ease analysis. See Appendix B for full list of branches included in these groups.

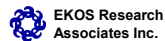
More than two-thirds (68 per cent) of those employees with a learning plan in place take Departmental, branch or regional objectives into account (to a moderate or great extent) when preparing their learning plans. This is up from 2001 (by eight percentage points). Eighteen per cent of employees who have learning plans took these objectives into account to a small extent, and another 10 per cent reported that Departmental, branch or regional objectives were not taken into account at all.

Departmental Objectives

“To what extent did you take Departmental/branch/regional objectives into account when preparing your learning plan?”



n=those who prepared a learning plan



PCH 2005 On-Line Employee Survey

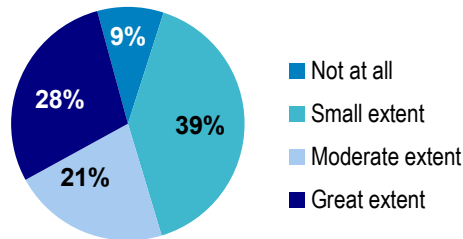
Sub-group differences are described below.

- International and Intergovernmental Affairs sector employees are less likely than average to report that they took Departmental, branch or regional objectives into account at all when preparing their learning plans, compared to the average.
- Executive Group employees are more likely than others to take Departmental, branch or regional objectives into account, to a great extent.
- The same is true of employees who belong to a visible minority group, who are more likely than others to do so, to a great extent.

While more than two-thirds of employees (68 per cent) took Departmental, branch or regional objectives into account when preparing their learning plans, only half (49 per cent) considered informal learning activities when preparing their learning plan. Nearly three in 10 (28 per cent) took informal learning activities into account to a great extent, one in five (21 per cent) considered them to a moderate extent, and four in 10 (39 per cent) took informal learning activities into account to a small extent. Only one in 10 (nine per cent) did not take them into account at all. This is the first time this question has been asked.

Informal Learning Activities

“To what extent did you consider informal learning activities when preparing your learning plan?”



n=930; those who prepared a learning plan



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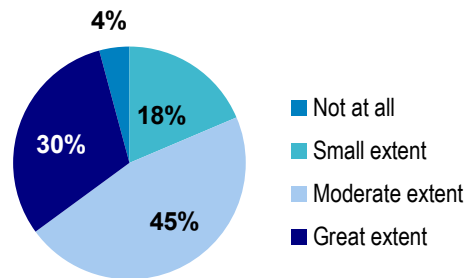
Sub-group differences for this question are as follows:

- Employees who had taken informal learning activities into account to a moderate extent score high on the BHCI.
- Managers are more likely than non-managers to have considered, to a great extent, informal learning activities when preparing their learning plan. The same is true of employees who belong to a visible minority group.

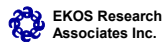
Of those who prepared learning plans, three-quarters (75 per cent) will have made progress to some extent in completing their learning objectives (30 per cent to a great extent, 45 per cent to a moderate extent). One in five (18 per cent) report only making progress to a small extent, while four per cent feel they will have made no progress at all in completing their learning objectives.

Completion of Learning Plan Objectives

“By the end of the 2004/05 fiscal year, to what extent will you have made progress in completing the learning objectives identified in your learning plan?”



n=930; those who prepared a learning plan



PCH 2005 On-Line Employee Survey

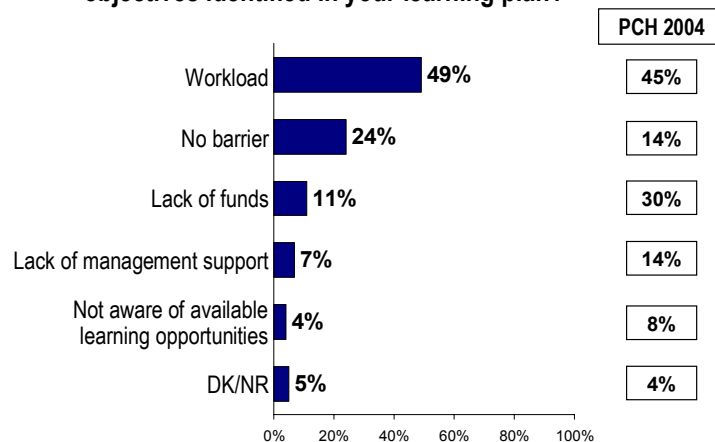
Sub-group differences are:

- Those who feel they will complete the learning objectives identified in their learning plan to a great extent are also more likely to agree that PCH is a great place to work and to learn.
- These employees also agree that the organization treats them with respect.
- Employees who have been with the Public Service for 11 years or more and employees with disabilities more likely to report that they will have made no progress at all in completing the learning objectives identified in their learning plan.

Of those employees who have a learning plan, nearly half (49 per cent) report that workload is the primary barrier they face in completing the objectives identified in their plans. One in 10 (11 per cent) cite lack of funds, followed by seven per cent who feel that lack of management support is the primary barrier and four per cent cite lack of awareness of learning opportunities. One-quarter (24 per cent) have experienced no barriers in completing their learning objectives. While the number of employees citing workload as a barrier has increased by four per cent, the number of individuals who do not face barriers has increased by 10 per cent. These increases correspond to decreases in the number who cite lack of funds (down 19 per cent), lack of management support (down seven per cent), and those unaware of learning opportunities (down four per cent).

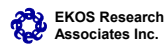
Barriers to Completion

“What is the primary barrier you have faced in completing the objectives identified in your learning plan?”



n=930; those who prepared a learning plan

PCH 2005 On-Line Employee Survey



Employee sub-group differences are as follows:

- Those who cite lack of management response as the primary barrier are more likely to that PCH is a great place to work and to learn and disagree that PCH treats them with respect.
- Planning and Corporate Affairs sector staff are less likely than those in other sectors to feel that they have had barriers in completing the objectives identified in their learning plans (see Table 3 on page 31 for individual sector results).
- Employees who cite not facing any barriers are more likely to have high scores on all three indices.
- Computer Systems Group employees are more likely than others to cite lack of funds as the primary barrier. Administrative Services Group employees are less likely than employees in

other branches to report that they experienced any barriers in completing their learning plan objectives, and Program Administration Group employees are more likely to cite workload.

- Employees with five to 10 years of experience with Canadian Heritage or the Public Service are more likely than others to report that lack of funds is a barrier.
- Managers are more likely to cite workload as the primary barrier, while non-managers cite more often a lack of funds as the primary barrier to completing their learning plans than average.
- Employees who belong to a visible minority group are more likely than other employees to report a lack of management support, while employees who are not members of an employment equity group cite workload as the primary barrier to completing their learning plan objectives.

Table 3: Barriers to Completing Learning Plan: By Sector and Branch

Department Overall	Workload (49%)	No barrier (24%)	Lack of funds (11%)	Lack of manager support (7%)	Not aware of opportunities (4%)
Sector					
Direct Reports*	50%	26%	10%	5%	5%
Cultural Affairs	49%	22%	10%	11%	3%
Citizenship and Heritage	54%	22%	11%	4%	5%
International and Intergovernmental Affairs	51%	27%	7%	7%	1%
Planning and Corporate Affairs	29%	36%	14%	8%	6%
Public Affairs and Communications	55%	17%	12%	6%	5%
Branch					
Corporate Secretariat	70%	10%	10%	0%	10%
Human Resources and Workplace Management	47%	26%	10%	7%	4%
Arts Policy	63%	16%	5%	5%	5%
Canadian Culture Online	55%	21%	7%	7%	7%
Film, Video and Sound Recording	47%	21%	12%	18%	0%
Publishing Policy and Programs	52%	20%	12%	8%	6%
Cultural Affairs Residual*	48%	29%	11%	6%	0%
Aboriginal Affairs	46%	23%	15%	0%	8%
Canadian Conservation Institute	51%	23%	14%	2%	5%
Canadian Heritage Information Network	47%	32%	0%	5%	5%
Citizenship Participation and Promotion	57%	26%	6%	6%	0%
Multiculturalism and Human Rights	75%	13%	13%	0%	0%
Official Languages Support Programs	65%	25%	5%	0%	5%
Heritage Branch	55%	10%	5%	10%	15%
International Affairs	31%	38%	8%	15%	0%
Sport Canada	58%	23%	4%	6%	0%
Corporate Review	56%	31%	6%	0%	6%
Financial Management	37%	30%	7%	7%	7%
Knowledge, Information and Technology Services	17%	40%	21%	8%	5%
Planning and Corporate Affairs Residual*	37%	35%	5%	14%	5%
Communications	68%	11%	5%	11%	5%
Major Events and Celebrations	64%	9%	9%	9%	0%
E-Services	68%	32%	0%	0%	0%
Public Affairs and Communications Residual*	34%	28%	14%	9%	5%
Region					
Western	50%	17%	19%	2%	10%
Prairies/Northern	69%	6%	16%	0%	6%
Ontario	42%	15%	19%	8%	6%
Atlantic	57%	20%	7%	7%	0%
Quebec	62%	21%	0%	14%	3%

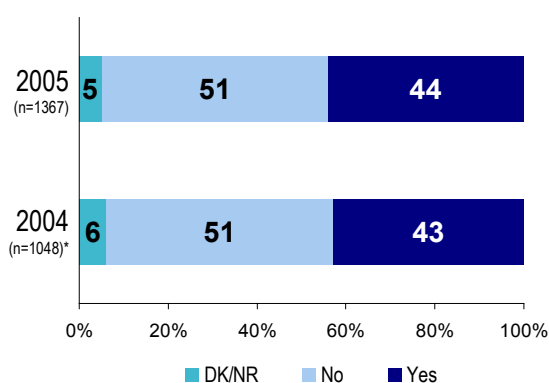
* Shaded areas indicate unofficial sector/branch names created to ease analysis. See Appendix B for full list of branches included in these groups.

3.8 WORK COMMITMENTS

More than four in 10 PCH employees (44 per cent) report having written work commitments, while half (51 per cent) do not. This is virtually unchanged from 2004 when employees were asked whether they had “written work objectives.”

Work Commitments (a)

“For the 2004/05 fiscal year, do you have written work commitments?”



* old wording: “do you have written work objectives?”



n=1367

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Employee sub-group differences are as follows:

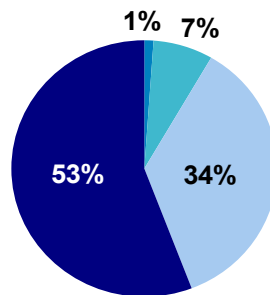
- Employees who have written work commitments are more likely than those who do not to agree that they receive useful feedback from their manager on their job performance.
- Direct Reports “sector” employees are less likely to report having written work commitments.
- Canadian Conservation Institute, and Human Resources and Workplace Management branch employees, as well as those in the Prairies and Northern region are all more likely than other employees to report having written work commitments.
- Employees in the Financial Management, Communications, Aboriginal Affairs, and Multiculturalism and Human Rights branches, along with the Public Affairs and Communications Residual and Corporate Secretariat branch are all less likely to report having written work objectives.
- Those with written work commitments are more likely to score high on the LCI.

- Executive Group employees are more likely to have written work objectives, while Administrative Services and Economics, Sociology and Statistics Group employees are less likely than average to have written work objectives.
- Employees in the oldest age category (55 year and older) are more likely than average to have written work objectives, while those under 35 years of age are less likely to have written work objectives.
- Women and Anglophone employees are more likely than men and Francophone employees to have written work objectives.
- PCH managers are more likely to have written work objectives, compared with non-managers.

While three-quarters of employees (75 per cent) report making considerable progress in completing their learning objectives (as laid out in their learning plan), nearly nine in 10 (87 per cent) report that they will have completed their work commitments by the end of the 2004-05 fiscal year to a great or moderate extent. Seven per cent feel they will have only done so to a small extent and only one per cent report that they will have made no progress whatsoever in completing their work commitments by the end of the 2004-05 fiscal year.

Work Commitments (b)

“To what extent will you have completed your work commitments by the end of the 2004/05 fiscal year?”



■ Not at all
 ■ Small extent
 ■ Moderate extent
 ■ Great extent

Employee sub-group differences are outlined below.

- Employees who report not at all having completed their work commitments are more likely to disagree that PCH is a great place to work, a great place to learn, and that the organization treats them with respect.
- Those who predict being able to complete their work commitments to a great extent are also more likely than their counterparts to have written work commitments.
- Those who feel they will complete their work commitments to a great extent, are also more likely than their counterparts to agree that there are appropriate measures in place to ensure their health in the workplace.
- Employees who predict being able to complete their work commitments to a great extent by the end of the 2004-05 fiscal year are more likely to agree that they receive useful feedback from their manager on their job performance.
- Employees who report being able to complete their work commitments, to a great extent, by the end of the 2004-05 fiscal year score high on the BHCI and LCI.
- Executive Group employees are all more likely than other employees to have completed their work commitments, to a great extent, by the end of the 2004-05 fiscal year.
- This is also true of Anglophone employees and those in the oldest age category (aged 55 and over).
- Computer Systems Group employees and Francophone employees are more likely to report completing their work commitments to a moderate extent.
- Commerce Group employees and persons with a disability are more likely to report not completing their work commitments at all.
- Managers are more likely than non-managers to have written work commitments and feel they will complete them to a high extent.

3.9 TRAINING

a) Participation in Training

Conferences and seminars, along with the traditional classroom-training format continue to be the most common forms of training among PCH employees. The number of employees reporting that they spent time e-learning in the last 12 months remains small in comparison (18 per cent). However, the rapid growth of this form of training – a seven percentage point increase from just 11 per cent the year before – suggests that this may be a growing trend.

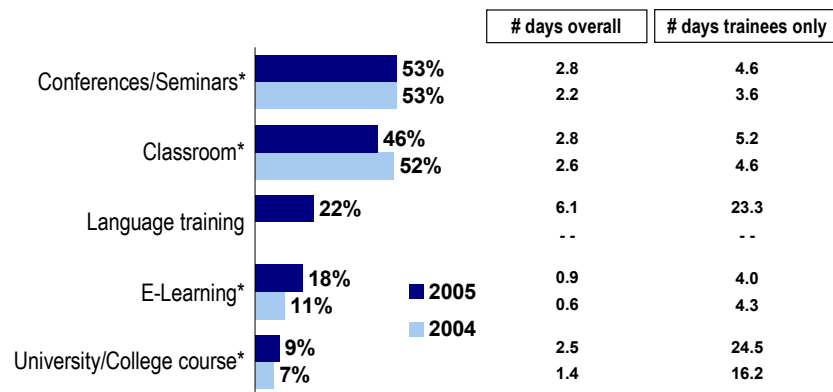
Fifty-three per cent of employees attended a conference or seminar during the fiscal year. This proportion is unchanged from 2004. Considering all employees (i.e., including those who did not attend a conference or seminar), the average number of days spent on conferences or seminars was 2.8. Among only those who attended a conference or seminar, 4.6 days were spent on this training. The average number of days spent in classroom training across all employees was 2.8. Considering only those employees who reported taking some classroom training, the average number of days in training was 5.2.

Slightly fewer employees reported spending time in the classroom than at conferences or seminars. Forty-six per cent said they participated in some classroom training during the 2004-05 fiscal year. This has decreased slightly from the 52 per cent who reported attending classroom training in the 2003-04 fiscal year. Just under one-quarter of employees reported attending language training in the last fiscal year. There was also a modest increase in the number reporting university or college training, from seven percent in 2004 to nine per cent in 2005.

The average number of days spent attending language training across all employees was 6.1 days and 23.3 days considering only those who attended. The overall average time spent on university or college training and e-learning was low (2.5 and 0.9 days, respectively), though both these types of training are of a comparatively longer duration when only those taking this training are considered: 24.5 days for those taking university or college training and 4.0 days for those who had engaged in e-learning.

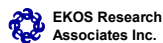
Days Spent on Training

“Approximately how many days did you spend on the following types of training during the 2004/05 fiscal year?”



* excluding language training

Per cent taking training



n=1367

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Differences among employee sub-groups for each of the training methods are summarized below (for individual sector and branch results see Table 4 on page 38).

Conferences or Seminars

- Across PCH sectors, Citizenship and Heritage employees spent the most time at conferences or seminars, while International and Intergovernmental Affairs employees spent, on average, less time participating in this type of training.
- Employees in the Aboriginal Affairs and Canadian Heritage Information Network branches spent the most time attending conferences or seminars in the last 12 months. Employees in the Major Events and Celebrations, Heritage, and Multiculturalism and Human Rights branches spent the least amount of time at conferences or seminars.
- Those who report having spent more days in this form of training are more likely to have low BHCI scores.
- Computer Systems and Economics, Sociology and Statistics Group employees spent the most time, on average, at conferences or seminars. Administrative Services Group and Clerical and Regulatory Group staff spent the least amount of time attending a conference or seminar.

Classroom Training

- Across sectors, employees in Planning and Corporate Affairs spent more time in classroom training. Employees in the Cultural Affairs sector spent the least amount of time in classroom training.
- Staff in E-Services, Public Affairs and Communications Residual, and the Knowledge, Information and Technology Services branch spent more time participating in classroom training than the average across Canadian Heritage. Participation in classroom training is lowest in the International Affairs branch.
- Employees who spent more time in classroom training are more likely to have high scores on all three indices.
- Staff in the Computer Systems and Information Services Groups spent the most time in classroom training. Commerce Group and Program Administration Group employees spent the least amount of time in classroom training.

Language Training

- Direct Reports employees as well as those in the International and Intergovernmental Affairs sector spent the most time on language training. Citizenship and Heritage sector employees, on the other hand, spent the least amount of time on language training.
- Human Resources and Workplace Management branch staff, along with those in the International Affairs branch spent more time than other employees on language training.
- Employees who spent more time in language training have lower index scores (on the BHCI, the LCI, and the FPI) than other employees.

- The same is true of Economics, Sociology and Statistics and Information Services Group staff, those who directly manage a team, Anglophones, and Aboriginal persons or employees who belong to a visible minority group.

E-learning

- International and Intergovernmental Affairs sector employees spent the most time participating in e-learning. Those in Public Affairs and Communications spent the least amount of time.
- Staff in the Cultural Affairs ADM's Office and the Publishing Policy and Programs branch spent the most time participating in e-learning. Those in the Aboriginal Affairs and Citizenship Participation and Promotion branches, along with staff in the Planning and Corporate Affairs Residual spent the least amount of time on e-learning.
- Employees who are more apt to participate in e-learning are also more likely to have a high LCI score.
- Commerce and Computer Systems Group employees spent the most time on this type of training, while Economics, Sociology and Statistics and Information Services Group employees spent the least amount of time.
- Employees with the least amount of tenure at both PCH and in the Public Service spent the most time on e-learning.

University or College Courses

- Citizenship and Heritage sector employees spent the most time attending university or college courses in the last 12 months, while International and Intergovernmental Affairs sector employees spent the least amount of time participating in this form of training.
- Heritage and E-Services branch employees spent the most time attending university or college courses. Communications branch and Cultural Affairs Residual employees, on the other hand, spent the least time attending these courses.
- Employees who spent more days in this type of training also had a low LCI score compared to other employees.
- Clerical and Regulatory and Executive Group employees spent the most time participating in this form of training, while Commerce and Economics, Sociology and Statistics Group employees spent the least amount of time attending university or college courses.
- Those employees with the least amount of tenure at PCH (less than one year) spent the most time attending university or college courses.

Table 4: Days Spent on Training: By Sector and Branch (based on those who participated in training)

Department Overall	Days spent on training				
	Conferences (4.6 days)	Classroom (5.2 days)	Language (23.3 days)	E-learning (4.0 days)	University (24.5 days)
Sector					
Direct Reports*	4.3	4.2	36.3	4.1	24.5
Cultural Affairs	4.9	3.9	23.4	4.7	24.4
Citizenship and Heritage	5.2	4.5	15.8	3.3	39.4
International and Intergovernmental Affairs	4.2	4.9	35.4	8.6	14.9
Planning and Corporate Affairs	4.5	6.6	25.5	3.4	23.5
Public Affairs and Communications	4.5	6.1	18.9	2.8	19.1
Branch					
Corporate Secretariat	2.6	3.2	12.0	3.7	42.3
Human Resources and Workplace Management	4.9	5.0	47.0	4.6	10.6
Arts Policy	4.1	3.7	20.0	--	90.0
Canadian Culture Online	4.3	5.3	23.0	3.5	2.0
Film, Video and Sound Recording	4.4	3.9	26.0	4.3	32.7
Publishing Policy and Programs	5.8	3.4	26.0	7.3	18.1
Cultural Affairs Residual*	4.1	3.2	16.0	3.6	5.0
Aboriginal Affairs	9.7	4.7	13.3	1.2	36.0
Canadian Conservation Institute	4.9	3.7	13.9	3.3	14.0
Canadian Heritage Information Network	8.8	5.7	24.6	6.0	16.0
Citizenship Participation and Promotion	3.7	3.9	13.2	1.1	10.0
Multiculturalism and Human Rights	2.5	2.9	9.0	4.3	188.0
Official Languages Support Programs	3.6	4.8	16.1	2.8	17.0
Heritage Branch	2.2	3.7	13.4	1.3	45.0
International Affairs	3.7	2.5	124.0	2.4	19.2
Sport Canada	2.6	5.5	20.0	5.3	13.7
Corporate Review	2.4	5.5	6.0	2.0	15.0
Financial Management	3.2	3.6	7.0	2.5	28.3
Knowledge, Information and Technology Services	5.5	8.8	32.0	4.9	23.2
Planning and Corporate Affairs Residual*	5.6	3.8	34.0	1.2	18.7
Communications	3.4	6.5	16.1	2.0	4.0
Major Events and Celebrations	2.2	3.5	18.8	2.0	15.0
E-Services	4.1	14.8	24.6	2.4	45.0
Public Affairs and Communications Residual*	4.6	10.6	30.2	5.7	7.0
Region					
Western	5.5	4.3	11.0	3.2	17.0
Prairies/Northern	5.1	4.4	13.0	1.4	34.0
Ontario	3.7	2.9	51.5	3.6	5.0
Atlantic	5.3	4.4	10.7	2.1	5.0
Quebec	3.7	4.0	5.1	1.4	21.0

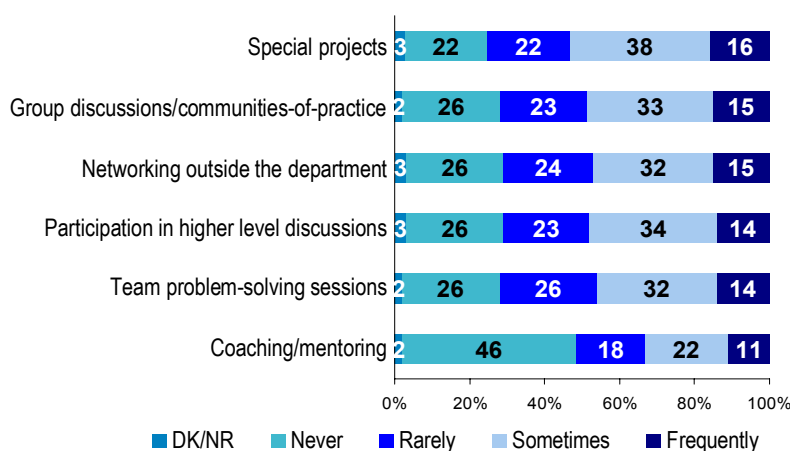
* Shaded areas indicate unofficial sector/branch names created to ease analysis. See Appendix B for full list of branches included in these groups.

3.10 INFORMAL LEARNING

With the exception of coaching/mentoring, approximately half of PCH employees (from 46 to 54 per cent) sometimes or frequently participated in informal learning activities in their work unit or Department during the 2004-05 fiscal year. Specific informal learning activities included: special projects (54 per cent sometimes or frequently participate), group discussions/communities-of-practice (48 per cent participate), participation in higher-level discussions (48 per cent participate), networking outside the Department (47 per cent participate), and team problem-solving sessions (46 per cent participate). About one in four employees (from 22 to 26 per cent) rarely participated in informal learning activities, and the same number reported that they had never participated in these activities (with the exception of coaching/mentoring where nearly half hadn't participated).

Informal Learning Activities

“How often do you participate in the following informal learning activities?”



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The following sub-group analysis applies to all six types of informal learning:

- Employees who frequently participate in all six types of informal learning agree that PCH is a great place to work and to learn.
- Those who are less likely to participate in any type of informal learning score low on the LCI.
- Executive Group employees are more likely than other employees to participate in informal learning on a frequent basis, while Administration Services Group and Clerical and Regulatory Group employees are less likely than other employees to participate in informal learning.
- The same is true of those who directly manage a team, compared to those who do not.

- Francophone employees are less likely to participate in informal learning at all, while their Anglophone counterparts are more likely to sometimes participate.
- Employees who participate in any type of informal learning (either sometimes or frequently) are more likely than those who do not participate to feel that they frequently apply the knowledge and skills acquired through learning opportunities in their job.

Additional sub-group differences for each type of informal learning are described below:

Special projects

- Direct Reports “sector” employees are more likely than others to frequently participate in group discussions.
- Corporate Secretariat and Human Resources and Workplace Management branches are less likely than other employees to ever participate in this form of informal learning. Aboriginal persons are more likely than other employees to report that they rarely participate in this form of informal learning.

Group discussions

- Human Resources and Workplace Management branch employees and those in the Western region are more likely than other employees to frequently participate in group discussions, while Multiculturalism and Human Rights staff are more likely to report never having participated, compared to other employees.

Networking

- Economics, Sociology and Statistics and Program Administration Group employees are more likely than other employees to network frequently, as are men and those who have been in the Public Service for 11 years or more.
- Corporate Secretariat employees are less likely than other employees to network.

Higher level discussions

- Employees in the Multiculturalism and Human Rights branch, along with those in the Quebec region are less likely to have participated in higher level discussions at all. Those in the Official Languages Support Services branch report that they participate in higher level discussions only sometimes.
- Executives, men, and those with the longest tenure in the Public Service are more likely to have participated in higher level discussions.

- Managers are also more likely than non-managers to have participated in higher level discussions.
- Those employees with the least amount of tenure at either PCH or in the Public Service, and Aboriginal persons are more likely to report that they rarely participate in higher level discussions.
- Administration Services staff, Clerical and Regulatory staff, women, Francophone employees, and non-managers are more likely to report that they never participate in higher level discussions.

Team problem solving

- Direct Reports “sector” employees are more likely than others to frequently participate in team problem-solving sessions.
- Computer Systems Group employees along with Human Resources and Workplace Management branch staff are more likely than other employees to participate in this form of informal training. Women are less likely to have ever participated in team problem solving, compared to men.

Coaching

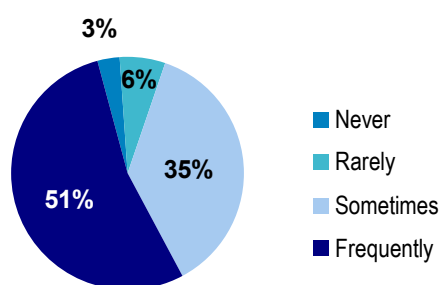
- Citizenship and Heritage sector employees rarely, if ever, participate in coaching activities.
- The same is true of Film, Video and Sound Recording branch staff.
- It is also the case with women, and non-managers.

3.11 APPLICATION OF SKILLS

Half of PCH employees (51 per cent) feel that they frequently apply the knowledge and skills acquired through learning opportunities in their job. A further 35 per cent feel they do so sometimes and only nine per cent feel they rarely apply the knowledge and skill acquired through learning opportunities if at all.

Application of Skills

"I apply the knowledge and skills acquired through learning opportunities in my job"



Sub-group differences on this question are as follows:

- Human Resources and Workplace Management branch staff are all more likely than other employees to frequently apply the knowledge and skills acquired through learning opportunities in their job. Employees in the Canadian Culture Online and Aboriginal Affairs branches, on the other hand, report that they rarely do so.
- This is also true of employees who score high on the LCI and the FPI.
- Executive Group employees are more likely than others to frequently apply the knowledge and skills acquired through learning opportunities in their job.
- Managers are also more likely than non-managers to frequently apply the knowledge and skills acquired through learning opportunities in their job.

4. WORKPLACE WELL-BEING

4.1 BUSINESS HEALTH CULTURE INDEX

a) BHCI

The business health culture continues to be relatively positive at Canadian Heritage as is reflected by the Business Health Culture Index (BHCI). The health culture appears to be generally conducive to meeting the Department's business objectives as levels of satisfaction in the workplace continue to exceed stress (though the figure is largely unchanged from 2004).

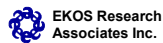
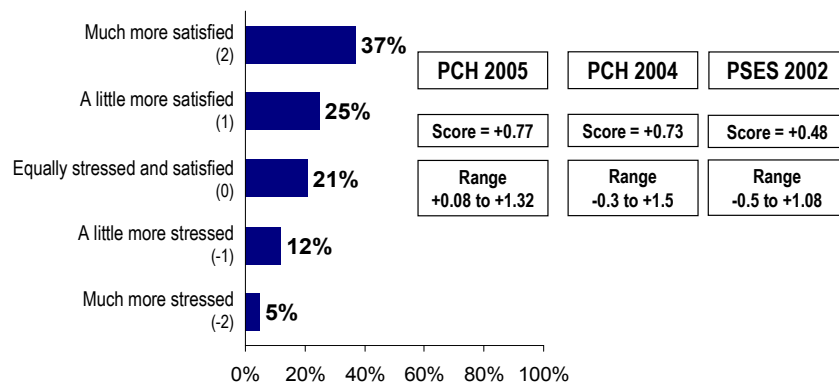
Four indicators on the survey (discussed individually below) have been combined to form the BHCI, providing an overall indicator of how employees assess the environment in which they work and the extent to which stress and satisfaction are balanced. Employee responses to each question within the index were factored into an overall score. Measures of employee stress, including demand and effort at work were subtracted from measures of satisfaction, as indicated by perceptions of influence and reward. The scores on the index range from -2 to +2, with 0 indicating that stress and satisfaction cancel each other out. In prior research leading to the development of the BHCI, the index was characterized as a test of whether the culture of the organization works for or against its business objectives.¹

The mean BHCI score for PCH in 2005 is +0.77, indicating that satisfaction for Canadian Heritage employees generally outweighs stress by a substantial margin. The scores across branches range from +0.08 (Major Events and Celebrations) to +1.32 (Publishing Policy and Programs and Citizenship Participation and Promotion).

¹ Shain, M. and H. Suurvali, *Health and Learning Cultures at Canadian Heritage*, based on the Results of the Public Service Employee Survey, 2002, Final Report, 2003.

Considering the distribution of scores on the index, the majority of employees at PCH (62 per cent) express higher levels of satisfaction than stress, with 37 per cent grouped at the most positive end of the spectrum. Twenty-one per cent are at the “offset” point where satisfaction and stress are evenly matched. Fewer than one in five PCH employees (17 per cent) are more stressed than they are satisfied. In fact, perhaps the single most striking change in the BHCI since 2004 is the range of mean scores across branches in the Department, whereby all scores are in the positive range this year.

Business Health Culture Index



n=1320; those who scored on the index

PCH 2005 On-Line Employee Survey

Sector and branch differences are described below. Additional sub-group differences are outlined following Table 5.

- Employees who have a lower than average score on the BHCI also disagree that PCH is a great place to work, and a great place to learn.
- Employees who agree that their supervisor would take their suggestions for improvements seriously have a more positive score on the BHCI, compared to those who disagreed with the statement.
- Employees who agree that in their work unit every individual is accepted as an equal member of the team also have a more positive score on the BHCI.
- Planning and Corporate Affairs employees are more likely than other employees to report satisfaction from influence and reward rather than stress from demand and effort at work. Public Affairs and Communications employees are more often “a little more stressed” than satisfied, compared to other employees (see Table 5 on page 46 for individual sector results).

- The Cultural Affairs ADM's Office, Publishing Policy and Programs, Citizenship Participation and Promotion, and Knowledge, Information and Technology Services branch employees have higher BHCI scores, while Major Events and Celebrations, Communications, and Arts Policy staff score lower on the index (see Table 5 on page 46 for individual branch results).
- Those who score low on the LCI, and those who have a medium score on the FPI also have a lower than average score on the BHCI.
- Computer Systems Group employees and Administration Services Group employees are more likely than others to experience more satisfaction than stress. On the other hand, Commerce Group, Executive Group, and Program Administration Group employees are slightly less likely to report more satisfaction than stress.
- When examining experience in the Public Service, those with less than three years of experience are more likely to feel more satisfied than stressed, while those with five to 10 years in the Public Service score lower on the index.
- Managers scored lower on the BHCI than non-managers.
- Anglophone employees tend to score lower on this index than their Francophone counterparts.

Table 5: Business Health Culture Index Scores: By Sector and Branch

	Low Score (-2.0)	Mean Score (0.77)	High Score (2.0)
Sector			
Direct Reports*	-2.0	0.76	2.0
Cultural Affairs	-2.0	0.88	2.0
Citizenship and Heritage	-2.0	0.87	2.0
International and Intergovernmental Affairs	-2.0	0.67	2.0
Planning and Corporate Affairs	-2.0	1.01	2.0
Public Affairs and Communications	-2.0	0.56	2.0
Branch			
Corporate Secretariat	-2.0	0.87	2.0
Human Resources and Workplace Management	-2.0	0.67	2.0
Arts Policy	-2.0	0.25	2.0
Canadian Culture Online	-2.0	0.56	2.0
Film, Video and Sound Recording	-2.0	0.61	2.0
Publishing Policy and Programs	-1.0	1.32	2.0
Cultural Affairs Residual*	-2.0	0.94	2.0
Aboriginal Affairs	-2.0	0.59	2.0
Canadian Conservation Institute	-2.0	0.98	2.0
Canadian Heritage Information Network	-2.0	0.84	2.0
Citizenship Participation and Promotion	-1.0	1.32	2.0
Multiculturalism and Human Rights	-2.0	0.63	2.0
Official Languages Support Programs	-1.0	0.90	2.0
Heritage Branch	-2.0	0.54	2.0
International Affairs	-2.0	0.71	2.0
Sport Canada	-2.0	0.37	2.0
Corporate Review	-2.0	0.33	2.0
Financial Management	-2.0	1.00	2.0
Knowledge, Information and Technology Services	-2.0	1.29	2.0
Planning and Corporate Affairs Residual*	-2.0	0.67	2.0
Communications	-2.0	0.21	2.0
Major Events and Celebrations	-2.0	0.08	2.0
E-Services	-1.0	0.83	2.0
Public Affairs and Communications Residual*	-2.0	0.69	2.0
Region			
Western	-2.0	0.93	2.0
Prairies/Northern	-2.0	0.37	2.0
Ontario	-2.0	1.09	2.0
Atlantic	-2.0	0.42	2.0
Quebec	-2.0	0.23	2.0

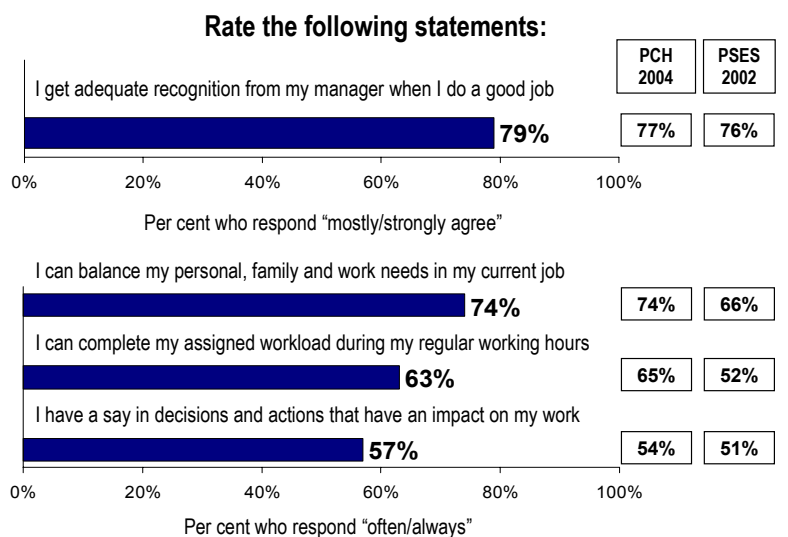
* Shaded areas indicate unofficial sector/branch names created to ease analysis. See Appendix B for full list of branches included in these groups.

b) Measures of Business Health Culture

The results for the individual items that comprise the BHCI are presented in this section. PCH employees are generally positive about the amount of manager recognition they receive from their manager; eight in 10 (79 per cent) mostly or strongly agree that the recognition they receive for doing a good job is adequate. This rating has remained relatively stable over time.

Three-quarters (74 per cent) of employees are often or always able to balance their personal, family and work needs, just under two-thirds (63 per cent) say they are often or always able to complete their assigned workload during regular working hours and more than half (57 per cent) feel they often or always have a say in decisions that impact their work. All of these ratings are virtually unchanged since 2004, but a slightly higher proportion of employees feel they have a say in decisions and actions that have an impact on their work (up three percentage points from 2004).

Well-Being Supports, Autonomy and Recognition



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Employee sub-group differences for each of the indicators are summarized below.

Recognition from immediate supervisors

- Employees who agree with this statement are more likely to agree that PCH is a great place to work and to learn.
- They also feel that the organization treats them with respect.

- Public Affairs and Communications sector employees are more likely than other employees to disagree that they get adequate recognition from their manager.
- Employees in the Publishing Policy and Program branch are more likely than those in other branches to say that they get adequate recognition from their manager when they do a good job. The opposite is true of employees in the Film, Video and Sound Recording branch and Quebec region who are more likely to disagree that they get adequate recognition from their manager.
- Employees who agree with the statement are more likely to have a high score on the LCI and FPI.
- Employees aged 35 years or under are more likely to agree that they get adequate recognition from their supervisor.
- While Administration Services Group employees are more likely than other employees to agree with this statement, those with five to 10 years of experience are more apt to disagree with the statement, compared to their counterparts.

Work-Life Harmony

- Those who indicate always being able to balance their personal and work lives more often agree that PCH is a great place to work and also to learn.
- These employees also feel PCH treats them with respect.
- Planning and Corporate Affairs sector employees are more likely than other employees to feel they can always balance personal, family and work needs in their current job.
- Employees in the Knowledge, Information and Technology Services branch, the Canadian Conservation Institute, and in the Western region are more likely than average to feel they can always balance their personal, family and work needs in their current job.
- This sentiment is echoed by employees in the Clerical and Regulatory Group, Computer Services Group and Administrative Services Group more often than among employees in other positions. On the other hand, Executive Group staff are less apt to feel they can balance their personal and professional responsibilities (citing that they do so only some of the time), while Program Administration Group staff are more likely to feel they can maintain this balance often.
- Employees who indicate always balancing their personal and work needs are more likely to have a high LCI and FPI scores.
- Managers are more likely than non-managers to report that they can only maintain this balance sometimes.

Completing assigned work

- Those who report rarely or never being able to complete their assigned workload within regular working hours more often disagree that PCH is a great place to work and also to learn.
- Planning and Corporate Affairs sector employees are more likely than others to feel they can always complete their assigned workload during regular hours, relative to other sectors.
- Employees in the Knowledge, Information and Technology Services branch are more likely than average to feel they can complete their assigned workload during regular hours, relative to other employees.
- Administration Services Group, Computer Services Group, and Clerical and Regulatory Group employees are more likely than others to feel they can always complete their assigned work during regular hours. On the other hand, employees at the Executive level more often report that they rarely or never complete their work during regular hours.
- Older employees (those 45 to 54 years old in particular) are more likely to feel they can rarely complete their work within regular work hours, if at all.
- Managers are less likely to feel they can complete their work during regular working hours, compared with non-managers.

Say in decisions that impact their work

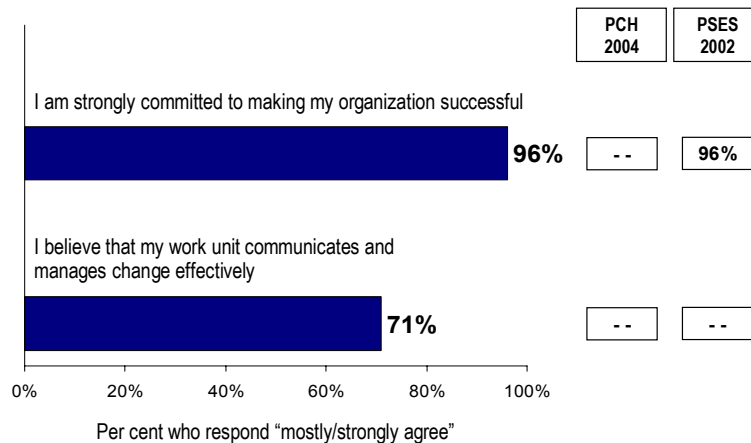
- International and Intergovernmental Affairs sector employees are more likely than those in other sectors to feel they always have a say in decisions that impact their work.
- Employees in the Knowledge, Information and Technology Services, Publishing Policy and Programs, and Citizenship Participation and Promotion branches are more likely than employees in other branches to feel they always have a say in decisions that impact on their work. Communications branch staff and those in the Quebec region are more likely to report they never have a say while Program Administration Group employees more often feel this is true only some of the time.
- Those who always have a say in decisions that impact their work have a high score on the LCI and FPI.
- Managers are more likely to feel they have a say in decisions that impact their work than non-managers.
- Employees belong to a visible minority group and persons with a disability feel they rarely, if ever, have a say in decisions that impact their work.

4.2 WORKPLACE WELL-BEING

The overwhelming majority of employees say they are strongly committed to making the organization successful (96 per cent). Substantially fewer, although still a sizeable majority (71 per cent), mostly or strongly agree that their work unit communicates and manages change effectively.

Other Items Related to Workplace Well-Being

“To what extent do you agree or disagree with the following statements?”



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Employee sub-group differences are summarized as follows.

Strongly committed to making the organization successful

- Those who are committed to the success of the organization are also more likely to feel that PCH is a great place to work and also to learn, and that PCH treats them with respect.
- Employees directly responsible for a team of employees and financial resources are more likely to feel committed to making the organization successful.

Work unit communicates and manages change

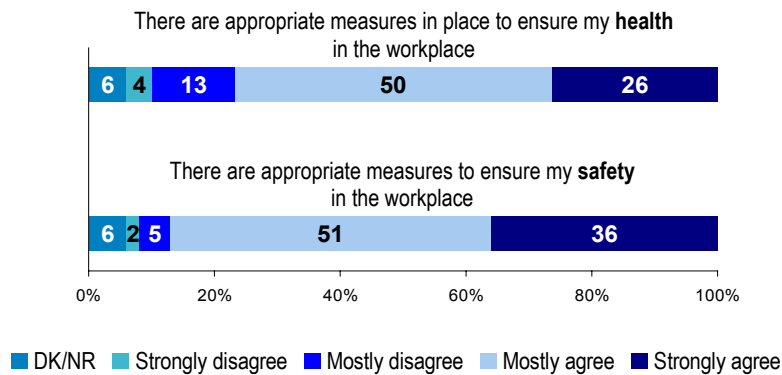
- Those who agree with this statement are more likely to feel that PCH is a great place to work and also to learn.
- Administration Services Group and Executive Group employees are more likely than their counterparts to believe their work unit communicates and manages change effectively.

- Managers and Francophone employees are also more likely than their counterparts to believe their work unit communicates and manages change effectively.
- Persons with a disability are more likely than others to disagree that their work unit communicates and manages change effectively.

Nearly nine in 10 PCH employees (87 per cent) feel that there are appropriate measures in place to ensure their safety in the workplace. This is compared to three-quarters (76 per cent) who feel there are appropriate measures in place to ensure their health in the workplace. Seven per cent disagree that there are measures in place ensuring their safety and 17 per cent disagree that there are measures to ensure their health. Six per cent have no idea whether any such measures exist to ensure their safety or their health.

Health and Safety in the Workplace

“To what extent do you agree or disagree with the following statements?”



Employee sub-group differences are outline as follows:

- Employees who agree that there are appropriate measures in place to ensure both their *health* and *safety* are more likely to feel that PCH treats them with respect and is a great place to work and learn.
- Canadian Conservation Institute staff and those aged 45 to 54 are more likely than other employees to agree that there are appropriate measures in place to ensure their *safety*.

- Communications and Public Affairs and Communications Residual branch employees, along with Information Services Group employees are all more likely to disagree that there are appropriate measures to ensure their *safety* in the workplace.
- Employees in the Atlantic region are more likely than average to feel there are appropriate measures in place to ensure their *health*, while those in the Canadian Culture Online, Film, Video and Sound Recording and Communications branches disagree.
- Those who agree that there are appropriate measures in place to ensure both their *health* and *safety* are also more likely to have high LCI and FPI scores.
- Administration Services Group employees are all more likely to agree that there are appropriate measures in place to ensure both their *health* and *safety*.

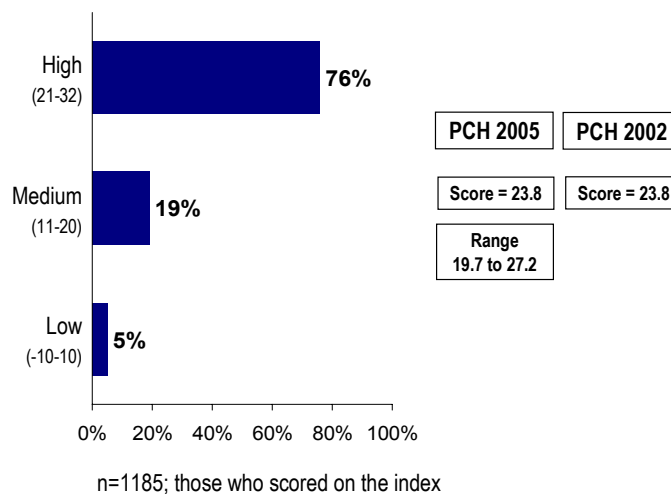
5. FAIRNESS AND INCLUSION

5.1 FAIRNESS PERCEPTION INDEX

PCH employees perceive a high level of fairness within their work environment. Three-quarters of respondents (76 per cent) scored high on the Fairness Perception Index (FPI) constructed to measure this perception. About one in five employees (19 per cent) scored in the middle zone and just five per cent had a low score.

For this particular index, 10 indicators (described individually below) from the PCH Employee Survey were combined to form the FPI – an overall indicator of employee perception of the extent to which they are treated fairly, considering both procedural justice (fair processes) and distributive justice (fair treatment). It is a composite of 10 indicators measuring perceived inclusion, harassment, discrimination, and barriers to career progress based on gender, age, and other related measures. The points on the index (ranging from a possible -10 to +32) are separated into three approximately equal zones representing high (21 to 32), medium (11 to 20), and low (-10 to +10) scores. The mean score on this index in the current survey is 23.8, which is well into the high range, and exactly the same as that measured in 2002. The branch scores range from 19.7 (Quebec region) to 27.2 (Citizenship Participation and Promotion). All within the high score range.

Fairness Perception Index (FPI): Overall Score



Employee sub-group differences are described as follows:

- Those who have low to medium scores are more likely to disagree that PCH is a great place to work and also to learn.
- Employees in the Quebec region are more likely to have low to medium scores (see Table 6 on page 55 for individual branch results).
- Executive Group employees are more likely than others to have high scores on this index.
- Employees who belong to a visible minority group and persons with a disability are more likely to have low scores on this index.
- The FPI indicators are discussed separately in sections 5.2 through 5.4 inclusive.

Table 6: Fairness Perception Index: By Sector and Branch

	Low Score (-10)	Mean Score (23.8)	High Score (32)
Sector			
Direct Reports*	-10	24.4	32
Cultural Affairs	-10	24.2	32
Citizenship and Heritage	-10	24.1	32
International and Intergovernmental Affairs	-10	24.1	32
Planning and Corporate Affairs	-10	24.3	32
Public Affairs and Communications	-10	22.8	32
Branch			
Corporate Secretariat	-10	23.7	32
Human Resources and Workplace Management	-10	24.8	32
Arts Policy	-10	26.1	32
Canadian Culture Online	-10	22.0	32
Film, Video and Sound Recording	-10	23.1	32
Publishing Policy and Programs	-10	25.8	32
Cultural Affairs Residual*	-10	22.5	32
Aboriginal Affairs	-10	23.9	32
Canadian Conservation Institute	-10	24.2	32
Canadian Heritage Information Network	-10	23.0	32
Citizenship Participation and Promotion	-10	27.2	32
Multiculturalism and Human Rights	-10	23.0	32
Official Languages Support Programs	-10	25.7	32
Heritage Branch	-10	20.9	32
International Affairs	-10	24.6	32
Sport Canada	-10	24.1	32
Corporate Review	-10	23.9	32
Financial Management	-10	24.2	32
Knowledge, Information and Technology Services	-10	24.3	32
Planning and Corporate Affairs Residual*	-10	24.5	32
Communications	-10	20.6	32
Major Events and Celebrations	-10	22.5	32
E-Services	-10	23.5	32
Public Affairs and Communications Residual*	-10	22.1	32
Region			
Western	-10	24.9	32
Prairies/Northern	-10	23.7	32
Ontario	-10	24.1	32
Atlantic	-10	23.5	32
Quebec	-10	19.7	32

* Shaded areas indicate unofficial sector/branch names created to ease analysis. See Appendix B for full list of branches included in these groups.

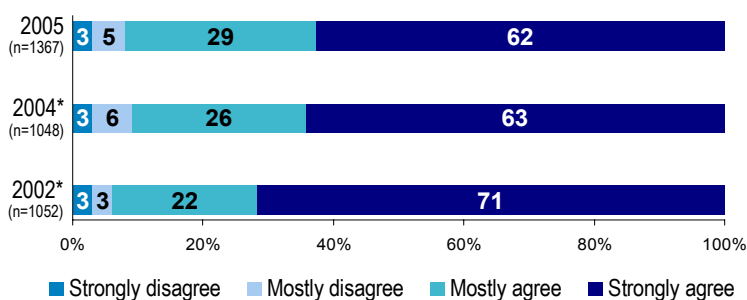
5.2 INCLUSION

The vast majority of employees (91 per cent) mostly or strongly agree that every individual in their work unit is or would be accepted as an equal member of the team regardless of race, national or ethnic origin, gender, physical or mental disability, sexual orientation, age or religion. This is up slightly from 2004. The proportion that strongly agrees with this statement (62 per cent) has declined since 2002 (by nine percentage points). Currently, five per cent mostly disagree with the statement and three per cent continue to strongly disagree.

Inclusion

“To what extent do you agree or disagree with the following statement?”

In my work unit, every individual regardless of race, colour, gender, physical or mental disability, sexual orientation, age or religion would be/is accepted as an equal member of the team



* old wording excluded physical or mental disability, sexual orientation, age and religion



PCH 2005 On-Line Employee Survey

Employee sub-group differences are as follows:

- This measure is positively related to perceptions that PCH is a great place to work and also to learn.
- It is also positively related to perceptions that PCH treats them with respect.
- Employees in the Film, Video and Sound Recording branch are less likely than others to agree that every individual in their work unit is accepted as an equal member of the team.
- This measure is also positively related to scores on both the LCI and BHCI.
- Non-managers and employees who belong to a visible minority group more often disagree with this statement, compared to the average (see Table 7 on page 57 for individual sector and branch results).

Table 7: Diversity in the Workplace: By Sector and Branch

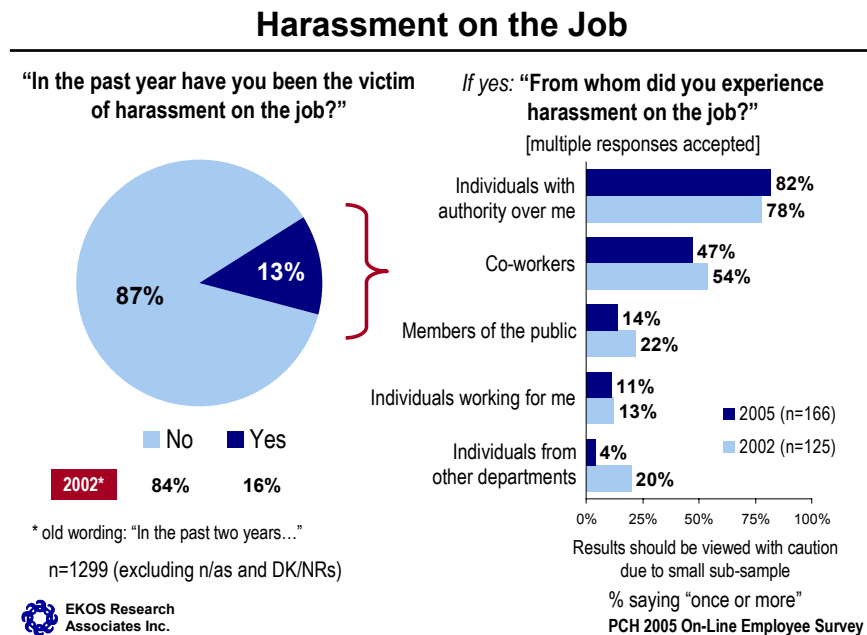
Department Overall	In my work unit, every individual would be/is accepted as an equal member of the team			
	Strongly agree (62%)	Mostly agree (29%)	Mostly disagree (5%)	Strongly disagree (3%)
Sector				
Direct Reports*	62%	28%	8%	1%
Cultural Affairs	60%	28%	7%	4%
Citizenship and Heritage	66%	27%	4%	2%
International and Intergovernmental Affairs	69%	25%	3%	2%
Planning and Corporate Affairs	63%	28%	4%	3%
Public Affairs and Communications	58%	33%	5%	4%
Branch				
Corporate Secretariat	61%	27%	10%	2%
Human Resources and Workplace Management	59%	30%	8%	1%
Arts Policy	55%	41%	0%	0%
Canadian Culture Online	55%	33%	6%	0%
Film, Video and Sound Recording	43%	24%	16%	14%
Publishing Policy and Programs	77%	14%	6%	3%
Cultural Affairs Residual*	58%	37%	5%	0%
Aboriginal Affairs	64%	24%	3%	3%
Canadian Conservation Institute	55%	36%	6%	0%
Canadian Heritage Information Network	70%	25%	5%	0%
Citizenship Participation and Promotion	82%	15%	3%	0%
Multiculturalism and Human Rights	67%	27%	4%	2%
Official Languages Support Programs	68%	33%	0%	0%
Heritage Branch	58%	31%	4%	8%
International Affairs	79%	14%	0%	3%
Sport Canada	63%	31%	2%	4%
Corporate Review	64%	32%	5%	0%
Financial Management	57%	33%	2%	6%
Knowledge, Information and Technology Services	68%	22%	7%	2%
Planning and Corporate Affairs Residual*	60%	34%	3%	0%
Communications	62%	22%	2%	10%
Major Events and Celebrations	69%	23%	4%	0%
E-Services	54%	46%	0%	0%
Public Affairs and Communications Residual*	51%	32%	10%	7%
Region				
Western	61%	37%	0%	2%
Prairies/Northern	66%	26%	0%	8%
Ontario	59%	34%	7%	0%
Atlantic	57%	32%	9%	0%
Quebec	43%	47%	6%	4%

* Shaded areas indicate unofficial sector/branch names created to ease analysis. See Appendix B for full list of branches included in these groups.

5.3 HARASSMENT AND DISCRIMINATION

In the past year, 87 per cent of PCH employee report that they have not been the victim of harassment on the job, which is up slightly since 2002 (when 84 per cent had not been harassed), in spite of the wording change in the question. Thirteen per cent report that they have been the victim of harassment (down three per cent since 2002).

Of those who report being harassed on the job, 82 per cent report that they experienced the harassment from an individual with authority over them (this is up slightly since 2002). This is followed distantly by co-workers (47 per cent and down seven percentage points from 2002), members of the public (14 per cent and down eight percentage points), individual working for them (11 per cent), and individuals from other departments (currently at four per cent and down 16 percentage points since 2002).



Employee sub-group differences are described as follows:

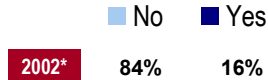
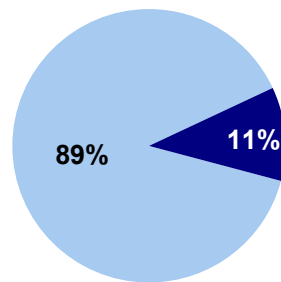
- Persons with a disability and Aboriginal persons are more likely than others to report having been the victim of harassment on the job.
- Those who report having been the victim of harassment on the job are more likely to score low on the BHCI and LCI.

Discrimination on the job has dropped since 2002 as well. Currently, 11 per cent of employees report being the victim of discrimination, which is down from 16 per cent in 2002.

Of those who report being the victim of discrimination, 80 per cent report experiencing the discrimination from individuals with authority over them (up four percentage points since 2002). This is followed distantly by co-workers (although this number has increased by 18 percentage points since 2002), individuals from other departments (14 per cent and up from 11 per cent in 2002), members of the public (11 per cent), and individuals who work for them (four per cent).

Discrimination on the Job

“In the past year have you been the victim of discrimination on the job?”



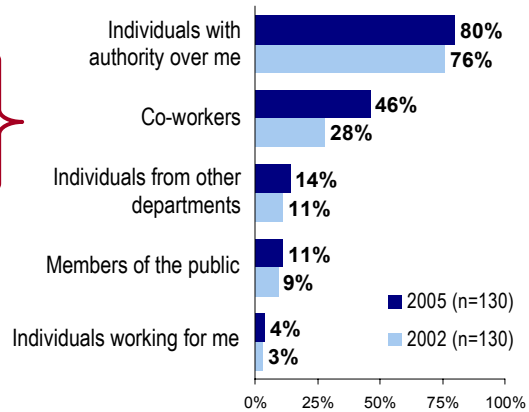
* old wording: “In the past two years...”

n=1244 (excluding n/as and DK/NRs)



If yes: “From whom did you experience discrimination on the job?”

[multiple responses accepted]



Results should be viewed with caution due to small sub-sample

% saying “once or more”

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- Non-managers, those persons with a disability, and employees who belong to a visible minority group are more likely than other employees to report having been the victim of discrimination on the job.

5.4 DIVERSITY AND CAREER PROGRESSION

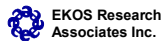
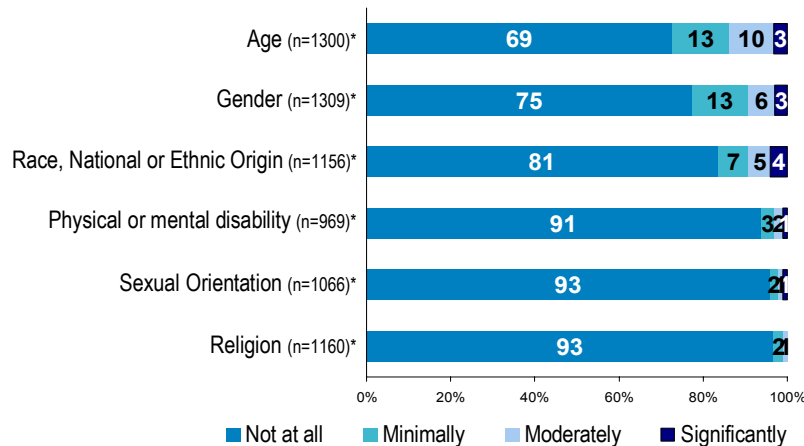
For the vast majority of PCH employees (90 per cent or more), religion, sexual orientation, and physical or mental disability are not perceived to have at all adversely affected their career progress in the Public Service in the past three years. In addition, 81 per cent reported that race, national or ethnic origin had not been a barrier to their career progress in the Public Service in the past three years, compared with just four per cent who reported it has had a significant effect.

Seventy-five per cent report that gender has not adversely affected their career progress at all, while one in five (19 per cent) report that it has affected their career progress minimally to moderately, and three per cent feel it has had a significant effect. There was no significant difference in the responses of men and women in the Department to this question.

More than two-thirds of PCH employees (69 per cent) said they had experienced no adverse effect on their career progression owing to their age and three per cent feel it has had a significant adverse effect.

Barriers to Career Progress

“To what extent, if at all, have any of the following adversely affected your career progress in the Public Service over the last three years?”



* Data based on applicable responses only

PCH 2005 On-Line Employee Survey

Perceptions of career barriers are related to scores on the LCI – across all the types of barriers, employees with a higher score on the LCI are less apt to report barriers to their advancement on the basis of religion, gender and so on. Employee who are more likely to agree that PCH is a great place to work and also to learn are also more likely to report experiencing no barriers to career progress on the basis of race, gender and age. Other employee sub-group differences include:

Religion

- Employees who belong to a visible minority group are more apt to indicate a negative impact on their career advancement on the basis of religion than other employees.

Sexual Orientation

- While Aboriginal persons feel that sexual orientation has had a significant effect on their career advancement, employees who belong to a visible minority group are more likely to feel it has had only a minimal effect.

Physical or Mental Disability

- Persons with a disability are more likely to indicate a negative impact on their career advancement on the basis of physical or mental disability.

Race, National, Ethnic Origin

- Public Affairs and Communications sector employees are marginally more likely to have experienced adverse effects on the basis of race, national or ethnic origin, compared to the average.
- The same is true of employees in the Public Affairs and Communications residual.
- Employees who belong to a visible minority group are also more likely to have experienced adverse effects on the basis of race, national or ethnic origin.

Gender

- While Aboriginal persons feel that gender has had a moderate effect on their career advancement, persons with a disability are more likely to feel it has had only a minimal effect.

Age

- Employees in the oldest age category (aged 55 and older), along with those who have been in the Public Service for 11 years or more and employees who belong to a visible minority group are more likely than their counterparts to feel that age has adversely affected their career in the Public Service.

5.5 OTHER ITEMS RELATED TO FAIRNESS PERCEPTION

When asked to agree or disagree with a series of statements related to fairness perception, a sizeable majority agree that overall, PCH treats them with respect (86 per cent). This is closely followed by 84 per cent who agree that in their work units they work cooperatively as a team. Just over three-quarters (79 per cent) feel they can disagree with their manager on work-related issues without fear of reprisal, and slightly fewer (77 per cent) feel that their branch/region hires people who can do the job. Approximately six in 10 feel that the process of selecting a person for a position is done fairly (63 per cent) and that they are classified fairly, compared with others doing similar work in the Department (62 per cent).

While three of these items have dropped slightly since 2002 (confidence that their branch/region hires people who can do the job, down six percentage points; the process of selecting a person for a position is done fairly, down five percentage points; and the feeling that PCH treats them with respect, down four percentage points), the number of employees who feel they can disagree with their managers without fear of reprisal has remained the same, and the number of those who feel they are classified fairly has increased by six percentage points.

Items Related to Fairness Perception

“To what extent do you agree or disagree with the following statements?”



Quebec region employees are more likely than other employees to disagree with all of these statements. Other demographic differences for each statement are described below.

Organization treats me with respect

- Film, Video and Sound Recording branch staff are more likely than other employees to disagree with this statement.

Work cooperatively as a team

- Canadian Culture Online branch staff are more likely to disagree with this statement than average.
- Executive Group employees are more likely than their counterparts to agree that their unit works cooperatively as a team.
- This is also true of those who directly manage a team, compared to non-managers, and those aged 35 to 44.

Disagree with manager on work-related issues

- Executive Group employees are more likely than other staff to believe that they can disagree with their manager on work-related issues without fear of reprisal.
- This is also true of those who directly manage a team (compared to non-managers) and those who have been in the Public Service for less than three years.

We hire people who can do the job

- Citizenship Participation and Promotion branch staff are more likely than others to agree with this statement, while Communications branch staff are more likely to disagree.

Selecting a person for a position is done fairly

- Executive Group employees are more likely than other employees to agree with this statement.
- Those who have been at PCH for less than one year and those who directly manage a team are also more likely to agree that selecting a person for a position is done fairly.
- Persons with a disability are more likely to disagree.

Classified fairly

- Public Affairs and Communications sector staff are more likely than others to disagree that they are classified fairly.

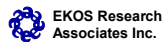
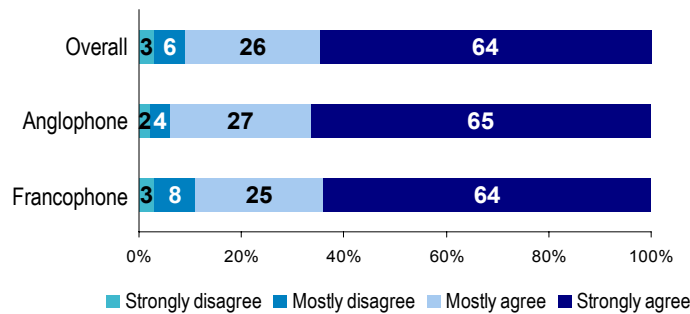
- Those in the Atlantic region are more likely than others to disagree that they are classified fairly.
- Executive and Commerce Group employees are more likely than other employees to agree that they are classified fairly while Clerical and Regulatory Group employees, on the other hand, are more likely than others to disagree.
- Those who directly manage a team and those with the least tenure at PCH are more likely than other employees to agree that they are classified fairly.
- Persons with a disability are more likely than others to disagree that they are classified fairly.

A strong majority of employees (90 per cent) feel that during discussion in their work unit, they feel free to use the official language of their choice. Only six per cent mostly disagree and three per cent strongly disagree. Nearly nine in 10 Francophones (89 per cent) feel comfortable using the language of their choice during discussions, as is also the case with 92 per cent of Anglophones.

Official Languages Use

“To what extent do you agree or disagree with the following statement?”

During discussions in my work unit, I feel free to use the official language of my choice



n=1367

PCH 2005 On-Line Employee Survey

Additional sub-group differences are described below.

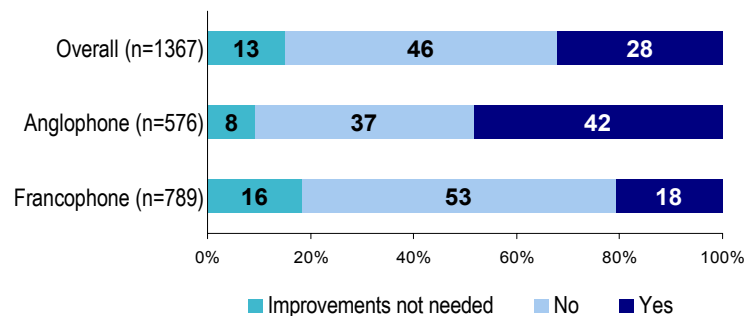
- Computer Systems Group and Program Administration Group employees are more likely than others to disagree that during discussions they feel free to use the official language of their choice. The same is true of Knowledge, Information and Technology Services branch employees and those in the Prairie/Northern region.
- Persons with a disability and Francophone employees are also more likely than their counterparts to disagree that during work unit discussions they feel free to use the official language of their choice.
- Scores on all three indices are positively correlated with feeling free to use the official language of their choice during work unit discussions. In other words, those who score high on the indices are more likely than their counterparts to agree with this statement.

6. OFFICIAL LANGUAGES

Overall, 28 per cent of PCH employees indicated that improvement of their second official language was identified as a learning objective in their 2004-05 learning plan. The need for improvement in their second official language was more common among Anglophone employees (42 per cent), compared to Francophone employees (18 per cent). Employees in “English Essential” positions were also more likely to indicate a need for improvement (52 per cent).

Official Language in 2004/05 Learning Plan

“Was the improvement of your second official language identified as a learning objective in your 2004/05 learning plan?”



Sub-group differences are outline below.

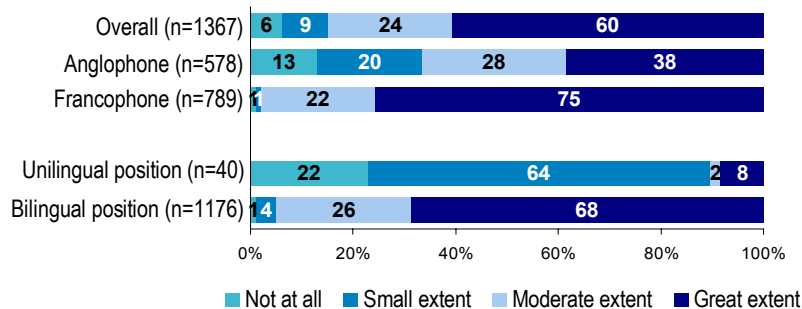
- Those employees who identified the improvement of their second official language as a learning objective in their learning plan are more likely than those who did not do so to report access to full-time and part-time language training.
- Direct Reports “sector” employees are less apt to have identified the improvement of their second official language as a learning objective in their 2004-05 learning plan. Cultural Affairs sector employees are more apt to have identified this as a learning objective.
- Economics, Sociology and Statistics Group employees were more likely than others to indicate that improvement of their second language was identified as a learning objective for 2004-05.

- Inclusion of improvements to one's second official language as a learning objective declines with the age of the employee and, related to this, the number of years with PCH and with the Public Service.
- Employees who belong to a visible minority group more often indicate having improvement of their second official language as a learning objective, compared to other PCH employees.

Six in 10 PCH employees feel they are able to work effectively in both official languages “to a great extent”. Another 24 per cent of employees say they are able to work effectively in French and English to a moderate extent. Francophone employees indicate greater facility with both official languages; 75 per cent indicate working effectively in both official languages to a great extent, compared to 38 per cent of Anglophone employees. Employees who are working in designated bilingual positions are also more apt to report being able to work effectively in both official languages (68 per cent to a great extent), compared to those in unilingual positions (eight per cent).

Effective Use of Official Languages

“To what extent do you feel you are able to work effectively in both official languages?”



Sub-group differences are described below.

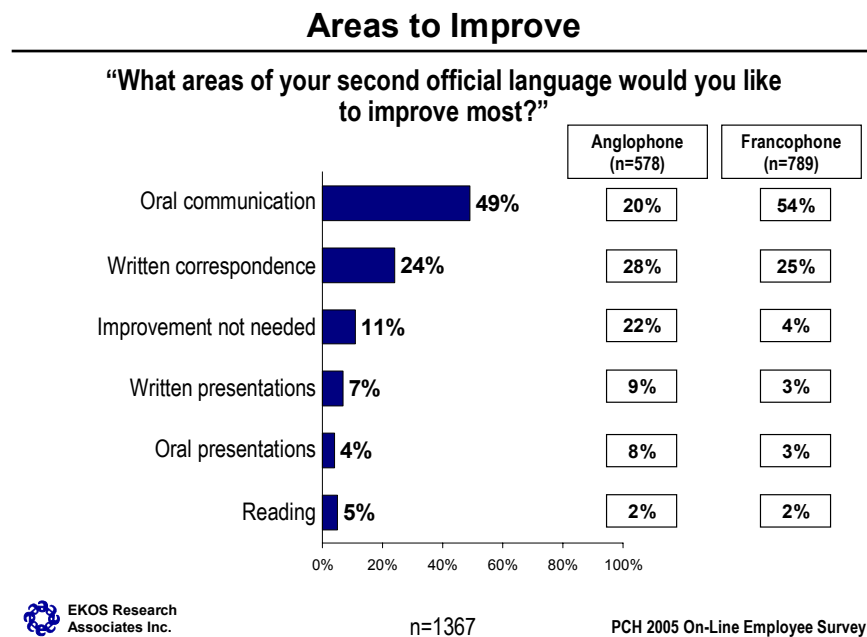
- Employees who are more apt to indicate they are able to work effectively in both official languages also provide higher ratings of PCH in general (as a great place to work, a great place to learn, and that they are treated with respect).
- Those employees who do not feel they can work effectively in both official languages are more likely to have had access to part-time language training. Those who feel they can

work in both official languages to a small or moderate extent are more likely to have had access to full-time and part-time language training. Those who feel they can work effectively in both languages are more likely than their counterparts to report that language training was not needed.

- Direct Reports employees are more apt to say they are able to work effectively in both official languages, while Citizenship and Heritage sector employees are less likely to do so.
- Across branches, Canadian Conservation Institute employees are less likely to say they are able to work effectively in both official languages. Those in the Citizenship Participation and Promotion branch more often indicate working effectively in both English and French, compared to employees in other branches. Employees in the Western, and Prairies and Northern regions are more likely than other employees to say they are not at all able to work effectively in both official languages.
- Executive and Administration Services Group employees more often say they are able to work effectively in both official languages to a great extent than other employees, while those in the Economics, Sociology and Statistics Group are least apt to do so.
- Employees who belong to a visible minority group and Aboriginal persons at PCH rate themselves less effective in working in both official languages, compared to other employees.
- Employees who indicate the ability to work effectively in both official languages are more apt to have a high score on the LCI, while those who cannot tend to have a lower score on the FPI.

Considering improvements to official language skills, about half of PCH employees (49 per cent) would most like to improve their oral communication skills. This is followed by written correspondence (24 per cent), written presentations (seven per cent), reading (five per cent) and oral presentations (four per cent). One in 10 employees (11 per cent) indicated that no improvements in their second official language were needed.

For Anglophone employees, a somewhat larger proportion would like to improve their French written correspondence skills, compared to oral communication (28 versus 20 per cent). Francophone employees, on the other hand, indicate a much stronger desire to improve oral communication skills in English, compared to written correspondence and presentations (54 versus 25 per cent). Additional sub-group differences are described below.



- Those who would like to improve their oral communication skills are more likely than their counterparts to report having had access to full-time and part-time language training. Those who would like to improve their written correspondence skills are more likely than others to report not having had access to employer-paid language training during their career in the Public Service.
- Economics, Sociology and Statistics employees and older employees are more apt than other employees to indicate a need for improvement in oral communication skills in their second official language, while Administration Services employees indicate a priority for written correspondence

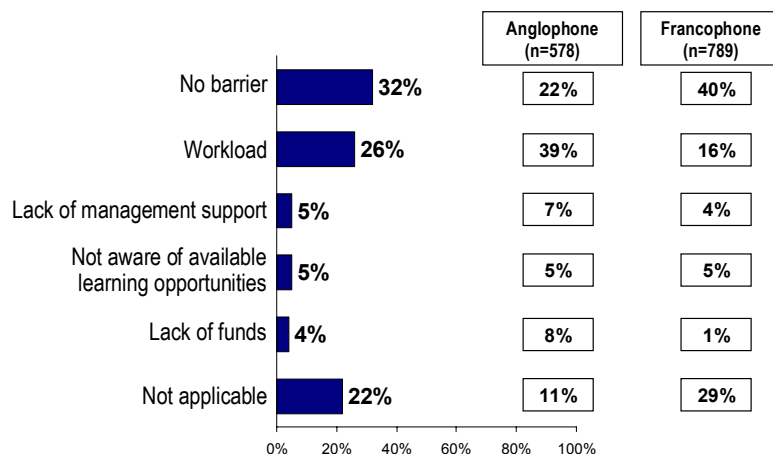
- Younger employees and Aboriginal persons more often indicate a priority for written correspondence compared to other employees.

The most significant barrier employees face in trying to improve their second official language skill is workload (26 per cent employees). This barrier was mentioned more often by Anglophone employees, compared to their Francophone counterparts (39 and 16 per cent respectively). A minority of PCH employees (five per cent or less) mentioned lack of management support, lack of awareness of available learning opportunities, or lack of funds as barriers to improving their second official language skills.

One-third of employees (32 per cent) indicated they did not face any barriers in trying to improve their second official language and another 22 per cent indicated that the question was not applicable (22 per cent). Francophone employees are more likely to indicate one of these two responses, compared to Anglophone employees (69 per cent, compared to 33 per cent).

Barriers to Improvement

“What is the primary barrier you have faced in trying to improve your second official language?”



EKOS Research Associates Inc.

n=1367

PCH 2005 On-Line Employee Survey

Employee sub-group differences are described as follows:

- Lack of management support is cited as a barrier more often by employees who disagree that PCH is a great place to work and learn and who disagree that they are treated with respect.
- Those employees who report specific barriers in trying to improve their second official language are likely to identify the same barriers to completing the objectives identified in their learning plans. In other words, if workload is reported as the primary barrier to

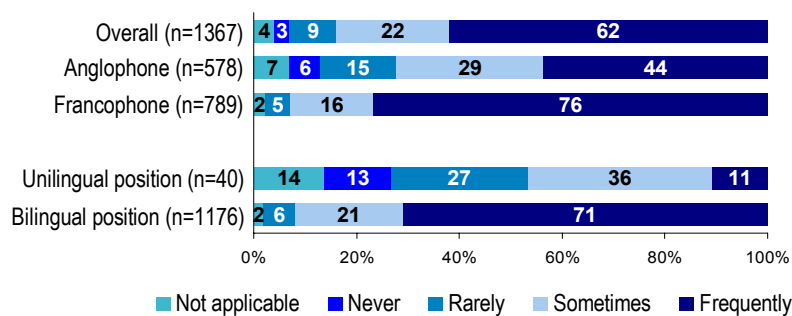
completing the objectives identified in their learning plan, the same barrier is cited when asked about improving their second official language.

- Those employees who cite a lack of funds as the primary barrier are more likely than other employees to report having had access to part-time language training. The same is true of those who cite workload and lack of management support. Those who cite workload as the primary barrier are also more likely than other employees to have had access to full-time language training. Employees who cite lack of management support as a primary barrier or were unaware of any opportunities are all less likely to have had access to language training.
- Planning and Corporate Affairs sector employees are more apt to have said they had not faced any barriers in trying to improve their second official language, while those in the Public Affairs and Communications sector are less apt to have said this.
- Employees who experience more satisfaction than stress (based on the BHCI), as well as those with higher scores on the LCI and FPI are more likely to indicate no barriers to improving their second official language.
- Clerical, Regulatory and Computer Systems employees are less apt to have encountered barriers in trying to improve their second official language, compared to employees in other occupational categories.
- Workload is identified with somewhat greater frequency as a barrier by employees in the Executive and Program Administration Groups, compared with other employees.
- Workload is also identified more frequently by managers than non-managers.
- Employees who belong to a visible minority group more often cite lack of management support as a barrier compared to other employees.

Six in 10 PCH employees (62 per cent) indicated that in their branch/region they frequently apply their second official language knowledge and skills on the job. Another 22 per cent report they sometimes use their second official language skills. Frequent use of one's second official language is higher among Francophone employees (76 per cent) and among employees in bilingual positions (71 per cent).

Application of Official Languages

In my branch/region, I apply my second official language knowledge and skills on the job



Employee sub-group differences are described as follows:

- Employees who are less apt to apply their second official language skills on a frequent basis provide weaker ratings of PCH in general (great place to work and learn, treated with respect).
- Those who sometimes or rarely apply their second official language knowledge and skills on the job are more likely than their counterparts to have had access to full-time training. Employees who report sometimes or never applying their second official language knowledge and skills on the job are also more likely than their counterparts to have had access to part-time language training.
- Employees in the Cultural Affairs sector apply their second official language knowledge and skills on the job more frequently, compared to employees in other sectors. International and Intergovernmental Affairs and Citizenship and Heritage sector employees do so less often.
- Citizenship Participation and Promotion, Communications and Public Affairs, and Communications Residual branch employees are more likely to indicate they frequently apply their second official language knowledge and skills on the job, compared to

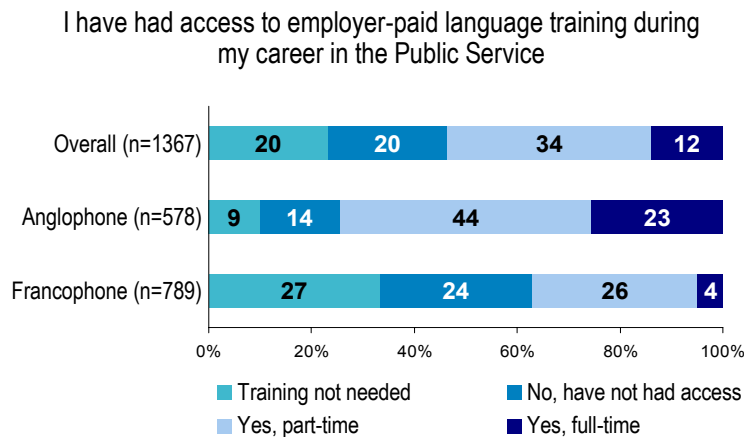
employees in other branches. Employees in the Western, and Ontario regions and the Canadian Conservation Institute employees apply their second official language skills less often.

- Employees who apply their second official language skills on a frequent basis are more likely to have higher scores on the LCI and FPI.
- Executive Group, Commerce Group, and Administration Services Group employees, as well as managers, are more apt to indicate applying their second official language skills on a frequent basis.
- Employees who belong to a visible minority group and Aboriginal persons are less apt to apply their second official language skills.

Forty-six per cent of PCH employees have had access to employer-paid language training during their career in the Public Service – 12 per cent full-time and 34 per cent part-time. One in five report they had not had access to official language training and the same proportion say that training has not been needed.

Language training is more common among Anglophone employees; 23 per cent have taken full-time training and 44 per cent have received training on a part-time basis. Among Francophone employees, four per cent received full-time official language training during their tenure in the Public Service and another 26 per cent received part-time official language training. Employees in unilingual positions are more apt to have taken part-time language training, compared to those in bilingual positions.

Access to Language Training



Additional sub-group differences are described below.

- Employees who provide less positive ratings of PCH as an employer in general (great place to work and learn and, treated with respect) are less apt to say that they have not needed language training, compared to those providing more positive ratings on these items.
- Citizenship and Heritage employees more often report access to part-time language training, compared to employees in other sectors. Public Affairs and Communications employees are less apt to have had access to training, while Direct Reports employees are both less likely to have had access to training and more likely to say that language training is not needed.
- Across branches and regions, Communications employees more often say they have not had access to training. Those in the Atlantic region are more likely than employees in other branches to indicate that language training is not needed. Canadian Conservation Institute employees report the greatest incidence of part-time language training.
- Those who experience much more stress than satisfaction on the job (BHCI score) are less likely to have had access to second language training, as are those with moderate scores on the FPI. Those with higher LCI scores are somewhat more likely to indicate that language training is not needed or to provide a “not applicable” response.
- Employees in the Executive Group are more apt to have had access to full-time language training during their Public Service careers than other employees.
- This is also true of employees in the oldest age category (55 years and older) and managers.
- Access to full-time language training also increases with tenure within PCH and the Public Service.
- Employees who belong to a visible minority group are more apt to have had access to part-time language training during their Public Service careers than other employees.

7. HIGHLIGHTS OF KEY SEGMENTS

This chapter outlines the major differences between certain key segments of interest in the PCH population: employment equity groups; older workers; and regional employees.

7.1 EMPLOYMENT EQUITY GROUPS

a) Employees who belong to a visible minority group

Employees who belong to a visible minority group are more likely than other employees to respond in the following way to survey items:

- Employees who belong to a visible minority group are more likely than other employees to feel that a lack of access to developmental assignments has had a significant effect on their career progress.
- They more often disagree that their work unit periodically takes time out to rethink the way it does business.
- They are more likely than other employees to take Departmental, branch or regional objectives into account, to a great extent, when preparing their learning plan, and to have considered informal learning activities when preparing their learning plan.
- They are more likely than other employees to report a lack of management support as the primary barrier to completing their learning plan objectives.
- These employees more often feel that they rarely, if ever, have a say in decisions that impact their work.
- They also have an average score (collectively) on the FPI that is lower than the average for PCH overall for the following reasons:
 - ◇ They are more likely to disagree that every individual in their work unit is accepted as an equal member of the team.
 - ◇ They more often than other employees report having been the victim of discrimination on the job.

- ◇ They are more apt to indicate that religion and age have had a negative impact on their career advancement, and are more likely to have experienced adverse effects on the basis of race, national or ethnic origin, compared to the average.
- These employees also indicate more often that improvement of their second official language is a learning objective, although they also see themselves as less effective in working in both official languages, compared to other employees, and are less apt to apply their second official language skills.
- While they more often cite lack of management support as a barrier to improving their second official language, compared to other employees, they do report having had access to part-time language training during their Public Service careers.

b) Persons with a disability

Persons with a disability responded differently than their counterparts in the following ways:

- Persons with a disability are less likely to see PCH as a great place to learn.
- They have a lower mean score on the LCI (organizational support) than other employees for the following reason:
 - ◇ They are more likely than others to disagree that they have the opportunity to advance given their education, skills and experience.
 - ◇ They more often feel that a lack of access to developmental assignments has had a significant effect on their career progress.
- They are more likely than other employees to disagree that their manager helps them determine their learning needs.
- They more often report that they have made no progress at all in completing the learning objectives identified in their learning plan, or in completing their work commitments at all.
- Persons with a disability more often feel they rarely, if ever, have a say in decisions that impact their work and less often believe that their work unit communicates and manages change effectively.
- They have lower than average scores on the FPI for the following reasons:
 - ◇ They are more likely than others to report having been the victim of harassment on the job and having been the victim of discrimination on the job.
 - ◇ They are more likely to indicate a negative impact on their career advancement on the basis of physical or mental disability.

- ◇ They are more likely to disagree that in their work unit, selecting a person for a position is done fairly.
 - ◇ They are also more likely to disagree that they are classified fairly, compared to others doing similar work in their Department.
- Persons with a disability are also more likely than average to disagree that during work unit discussions they feel free to use the official language of their choice.

c) Aboriginal persons

Aboriginal persons are more likely than other employees to respond in the following way to survey items:

- Aboriginal persons have lower mean scores than other employees on the LCI. In particular, they are more likely to feel that a lack of access to developmental assignments has had a significant effect on their career progress.
- They spent more time than other employees on language training.
- They more often report that they rarely participate in special projects and that they rarely participate in higher level discussions.
- There is a higher incidence of harassment on the job.
- Aboriginal persons more often feel that sexual orientation has had a significant effect on their career advancement and that gender has had a moderate effect on their career advancement than average.
- They rate themselves as less effective in working in both official languages, compared to other employees and more often indicate a priority for written correspondence, compared to other employees.
- They are less apt to apply their second official language skills.

7.2 OLDER EMPLOYEES

Employees in the oldest age category (55 years and older) are more likely to stand out from other employees in the following ways:

- Employees in this age category have lower than average scores on the LCI and it's sub-scores (organizational support and manger support) for the following reasons:
 - ◇ They are less likely to feel they have opportunities for promotion given their education, skills and experience.

- ◇ They are less likely to believe that their manager does a good job of helping them develop their career; that they receive useful feedback from their manager on job performance; that their manager keeps them informed about issues affecting their work; or that their suggestions on ways to improve how things are done would be taken seriously.
- They more often cite retiring soon as the primary reason for not having prepared a learning plan, however, they are more likely than average to have written work objectives and to have completed them to a great extent.
- They are more likely than other employees to feel that age has adversely affected their career in the Public Service and report a higher incidence of discrimination.
- They more often feel free to use the language of their choice during discussions in their work unit than other employees.
- While improving their second official language was not identified in their learning plan, they are more likely to indicate a need for improvement in oral communication skills in their second official language.
- These employees rarely apply their language knowledge and skills on the job and are more apt to have had access to full-time language training during their Public Service careers than other employees.

7.3 REGIONAL EMPLOYEES

Employees in the regions are more likely to stand out from employees located at headquarters in the following ways:

- Regional employees are less apt to see PCH is a great place to work.
- They are also less likely to feel that PCH is a great place to learn (and; in fact, they register fewer days spent in training).
- Regional employees have a lower score on the LCI than those at headquarters for the following reasons:
 - ◇ They are less likely to believe they have opportunities for promotion given their education, skills and experience.
 - ◇ They are also less likely to feel that they get the training they need to do their job.
 - ◇ Regional employees more often cite that a lack of access to developmental assignments has adversely affected their career progress (to a moderate extent).

- They are more likely than employees at headquarters to have prepared a learning plan and more likely to have written work commitments.
- Regional employees also score lower on the BHCI for the following reasons:
 - ◇ They are less likely to report that they can complete their assigned workloads during regular working hours.
 - ◇ They are less likely to believe that they can balance their personal, family and work needs in their current job.
 - ◇ They are also less likely to feel they always have a say in decisions and actions that have an impact on their work.
- Regional employees are less likely than employees at headquarters to see themselves as classified fairly, compared with others doing similar work in their Department.
- Regional employees are more likely to fall into the *Narrowly Contented* group and fewer of them fall into the *Completely Contented* group than employees at headquarters.

8. A TYPOLOGY OF EMPLOYEES

To contribute to the interpretation of the results, a segmentation analysis was performed. The methods used for this purpose involved factor, reliability and cluster analyses. A description of the procedures implemented is presented.

In order to identify underlying dimensions (called factors) and to limit the redundancy of the measurement variables, all seven-point, scale-based variables from the survey were included in a factor analysis. During the initial factor analysis, 20 composite variables were identified to be used in the further simplification of data, minimization of factors and elimination of redundancy (see Table 8 for scores of variables included in the factor analysis, page 83). Through additional factor analysis, three different scales or indices were created:

Table 8: Scores of Variables Included in Factor Analysis

Variables	Attitudes toward the work unit and management	Attitudes toward learning and career development*	Attitudes toward the Department.*
Reliability Coefficient	0.9		
Q1C. I receive useful feedback from my manager on my job performance;	.81		
Q1I. I get adequate recognition from my manager when I do a good job;	.79		
Q1D. My manager keeps me informed about the issues affecting my work;	.76		
Q1G. If I were to suggest ways to improve how we do things, my manager would take them seriously;	.75		
Q1Q. I feel that I can disagree with my manager on work-related issues without fear or reprisal;	.67		
Q1J. My work unit periodically takes time out to rethink the way it does business;	.61		
Q1O. I believe that my work unit communicates and manages change effectively;	.61		
Q1R. In my work unit, we work cooperatively as a team;	.59		
Reliability Coefficient		0.83	
Q1A. I believe I have opportunities for promotion within my Department, given my education, skills and experience;		.75	
Q1B. My manager does a good job of helping me develop my career;		.71	
Q1F. My manager helps me to determine my learning needs;		.68	
Q1K. PCH is a great place to learn;		.60	
Q1E. I get the training I need to do my job;		.53	
Q1H. I take responsibility for my learning and career development;		.17	

Variables	Attitudes toward the work unit and management	Attitudes toward learning and career development*	Attitudes toward the Department.*
Reliability Coefficient			0.82
Q1M. There are appropriate measures in place to ensure my safety in the workplace;			.79
Q1L. There are appropriate measures in place to ensure my health in the workplace;			.79
Q1W. PCH is a great place to work;			.48
Q1U. Overall, my organization treats me with respect;			.45
Q1S. In my branch/region the process of selecting a person for a position is done fairly;			.30
Q1P. In my work unit, every individual regardless of race, national or ethnic origin, gender, physical or mental disability, sexual orientation, age or religion would be/is accepted as an equal member of the team;			.30

* Run exclusive of the variables in the strongest factor Attitudes Toward the Work unit and Management;

The reliability of the factors (based on Cronbach's Alpha coefficients) is high, given that each one has a coefficient of 0.82 or higher (note in previous table). The third step involved a cluster analysis, the purpose of which was to identify homogeneous, mutually exclusive groups of individuals defined by their attitudes and opinions in regard to the organization and their immediate working environments, as well as their feeling about learning conditions and career development. As a result, a five-cluster solution was chosen. The description of these segments; the typology, is presented below.

Table 9: Typology of Employees: Means of Indices* by Segments**

Indices	Overall Mean	Completely Contented (26%)	Contented (33%)	Narrowly Contented (21%)	Discontented (16%)	Completely Discontented (4%)
Attitudes toward the Department	1.8	1.2*	1.7	1.9	2.4*	3.2**
Attitudes toward the work unit and management	1.9	1.2*	1.8	2.2	2.8*	3.4**
Attitudes toward learning and career development	2	1.3*	1.9	2.4	2.6*	3.1**

* One Standard Deviation away from the overall mean

** Two or more Standard Deviations away from the overall mean

***Relevant to the average of the 4-point scale where 1 means strongly positive/satisfied and 4 means strongly negative/dissatisfied

a) Segment One: Completely Contented

This segment is comprised of 26 per cent of PCH employees. They demonstrate by far the highest level of satisfaction with both Departmental and immediate working environments and strongly appreciate their training and career opportunities.

Compared with other PCH employees, those classified as *Completely Contented* are most likely to believe that they are classified fairly, that their branch is hiring competent professionals and that the process of selecting a person for a position is done fairly. *Completely Contented* employees strongly believe they have a say in decisions and actions that have an impact on their work and strongly disagree that gender, age, minority status or a lack of access to developmental assignments adversely affected their career progress in the Public Service over the last three years. The representatives of this group are most likely to be able complete their assignments during regular working hours and balance professional and personal lives. In terms of learning, the *Completely Contented* report completing their learning objectives at least to a moderate degree, actively participate in all types of informal learning activities and see themselves as being able to work effectively in both official languages. Also, individuals in this segment are least likely to report having personally experienced harassment or discrimination in their workplace.

Completely Contented employees are over-represented among Francophone employees, Executives (and consequently managers in general) and individuals in the Administration Services Group, as well as those who have worked for the PCH for less than a year. By sector, there is a higher than average concentration of the *Completely Contented* in Direct Reports and in Planning and Corporate Affairs. Particular branches that stand out as having greater proportions of these positive employees include: Financial Management; Promotion and Official Languages.

b) Segment Two: Contented

This segment makes up 33 per cent of PCH employees. These individuals represent values and opinions that are reflective of the majority of PCH employees and are mostly satisfied with both Departmental and immediate working environments and career development.

The *Contented* tend to believe that they are fairly classified, that their branch is hiring competent professionals and that the process of selecting a person for a position is done fairly. This group generally agrees that they have a say in decisions that effect their work and disagree that race, gender, age, disability and sexual orientation or a lack of access to developmental assignments have affected their career progress in the Public Service over the last three years. The majority of these individuals are able to complete their assignments on time and can balance professional and personal lives. With regard to learning and career development, this segment is like the *Completely Contented* and report the same high incidence of having a learning plan and completing their learning objectives at least to a moderate degree. Although the *Contented* are slightly less active in informal learning activities, they report the most hours spent on university courses, conferences, and language training.

In terms of socio-demographic characteristics, there are no significant differences among employees in this groups, compared with the results of the Department overall based on age, gender, years with PCH and so, nor are there any particular sectors that stand out as having higher concentrations of these employees, although Multiculturalism and Human Rights and Publishing Policy and Programs branches have larger proportions of individuals categorized in this group.

c) Segment Three: Narrowly Contented

This group represents 21 per cent of PCH employees. Members of this group are fairly satisfied with the organization and immediate working environment, but are less positive and provide conflicting responses with respect to learning and career development.

The *Narrowly Contented*, are generally not convinced that they have fair promotion opportunities and that their manager helps to develop their career or determine their learning needs. On the other hand, just like the *Contented*, they believe that they are fairly classified, that their branch is hiring people who can do a job, and that the process of selecting a person for a position is done fairly. Although to a lesser degree than the *Contented*, the *Narrowly Contented* still believe that they have a say in decisions and actions that have an impact on their work and disagree that gender, age or race, national or ethnic origin have affected their career progress in the Public Service over the last three years. *Narrowly Contented* employees do think that a lack of access to developmental assignments has had a negative impact on their career development. In terms of learning, this segment is less apt than average to have a learning plan, but tend to complete their learning objectives at least to a moderate degree. On average, the

Narrowly Contented are less likely to engage in informal learning activities and report the least number of hours spent on university courses, conferences, and language training.

Similar to the *Contented* segment, the *Narrowly Contented* group has socio-demographic characteristics that reflect the average PCH employee, except that this segment is less likely to manage a team of employees and financial resources and they are also more concentrated among employees who occupy an English or French position (as opposed to a bilingual position). While no differences stand out by sector, the Corporate Secretariat and the Canadian Conservation Institute, as well as the Prairies/Northern and Atlantic regions each have higher proportions of employees in this category.

d) Segment Four: Discontented

This group makes up 16 per cent of PCH employees. These individuals hold somewhat negative views with regard to the Departmental working environment and are especially dissatisfied with the immediate working environment and their career opportunities.

The *Discontented* believe that they are unfairly classified, that their branch is hiring people who can not do the job and that the process of selecting a person for a position is not done fairly. These individuals believe that their gender and age, as well as a lack of access to developmental assignments significantly affected their career progress in the Public Service. The *Discontented* report that they rarely have a say in decisions and actions that have an impact on their work and are more often than average dissatisfied with their manager. With regard to learning and career development, *Discontented* employees are less likely to have a learning plan and claim that the lack of management support and workload are primary barriers in preparing one. Members of this group also tend to make little progress in completing their learning objectives and, again, believe that the lack of management support is the primary reason for it. This group is also most likely to report having no access to language training. *Discontented* employees are more likely to report having personally experienced harassment and, to a lesser degree, discrimination in their work place, especially from individuals with authority over them.

Employees with five to ten years in the public service are more likely to be categorized as Discontented, relative to those with less (or more) time in government. The Public Affairs and Communications Sector has a slightly higher concentration of *Discontented* employees, as do the Film, Video and Sound Recording, and Communications branches, as well as the Quebec region.

e) Segment Five: Completely Discontented

This segment constitutes four per cent of all PCH employees. These individuals tend to express strongly negative views with regard to both immediate and Departmental working environments and have very low opinions about their learning and career opportunities.

Completely Discontented employees, compared to other PCH employees, are most likely to believe that they are unfairly classified, that their branch is not hiring competent people and that the process of selecting a person for a position is not done fairly. The *Completely Discontented* report that they rarely or never have a say in decisions and actions that have an impact on their work and agree that gender, age, minority status or a lack of access to developmental assignments have affected their career progress in the Public Service over the last three years. The representatives of this group are least likely to complete their assignments on time and have problems balancing their professional and personal lives. With regard to learning and career development, *Completely Discontented* employees are least likely to have a learning plan and see the lack of management support as a primary barrier in preparing it. Members of this group tend to make little progress in completing their learning objectives and, again, believe the lack of management support is the primary reason. The *Completely Discontented* are more likely to take university or college courses, however, they are least involved in informal learning activities. Members of this group are most likely to report having personally experienced harassment and discrimination in their workplace, especially from individuals with authority over them.

Detailed analysis of this segment is somewhat compromised by the small sample size, however, there is a tendency for the *Completely Discontented* to be found among employees in the Economics, Sociology and Statistics Group (12 per cent) and among persons with a disability and employees who belong to a visible minority group (nine and eight per cent, respectively). Employees in the Canadian Culture Online, and Film, Video and Sound Recording branches, as well as the Planning and Corporate Affairs Residual and the Quebec region (each with 12 to 15 per cent of their employees falling into this group) are all marginally more apt to have employees who have been categorized as *Completely Discontented* in this analysis.

Table 10 (page 89) presents the proportions of employees fitting into each of the five categories of employees, across sectors and branches of the Department.

Table 10: Typology of Employees: By Sector and Branch

Department Overall	Completely Contented (26%)	Contented (33%)	Narrowly Contented (21%)	Discontented (16%)	Completely Discontented (4%)
Sector					
Direct Reports*	32%	33%	22%	11%	1%
Cultural Affairs	27%	36%	15%	15%	6%
Citizenship and Heritage	23%	36%	20%	17%	4%
International and Intergovernmental Affairs	28%	38%	20%	15%	4%
Planning and Corporate Affairs	35%	28%	20%	12%	5%
Public Affairs and Communications	18%	32%	24%	20%	6%
Branch					
Corporate Secretariat	24%	37%	32%	7%	0%
Human Resources and Workplace Management	37%	28%	19%	14%	2%
Arts Policy	29%	38%	19%	14%	0%
Canadian Culture Online	18%	36%	18%	12%	15%
Film, Video and Sound Recording	19%	24%	14%	27%	16%
Publishing Policy and Programs	35%	45%	12%	6%	2%
Cultural Affairs Residual*	33%	32%	13%	23%	0%
Aboriginal Affairs	27%	33%	6%	30%	3%
Canadian Conservation Institute	19%	25%	34%	19%	4%
Canadian Heritage Information Network	17%	42%	27%	12%	0%
Citizenship Participation and Promotion	36%	41%	13%	10%	0%
Multiculturalism and Human Rights	12%	47%	18%	16%	6%
Official Languages Support Programs	33%	38%	18%	13%	0%
Heritage Branch	27%	19%	15%	27%	12%
International Affairs	17%	34%	28%	17%	3%
Sport Canada	27%	35%	21%	13%	4%
Corporate Review	23%	41%	27%	5%	5%
Financial Management	47%	16%	18%	12%	6%
Knowledge, Information and Technology Services	30%	37%	20%	11%	2%
Planning and Corporate Affairs Residual*	34%	15%	18%	22%	12%
Communications	5%	35%	20%	35%	5%
Major Events and Celebrations	8%	35%	35%	19%	4%
E-Services	21%	42%	17%	21%	0%
Public Affairs and Communications Residual*	21%	30%	10%	32%	7%
Region					
Western	25%	43%	16%	12%	4%
Prairies/Northern	13%	39%	39%	5%	3%
Ontario	24%	38%	28%	5%	5%
Atlantic	15%	22%	44%	16%	4%
Quebec	20%	14%	12%	39%	14%

* Shaded areas indicate unofficial sector/branch names created to ease analysis. See Appendix B for full list of branches included in these groups.

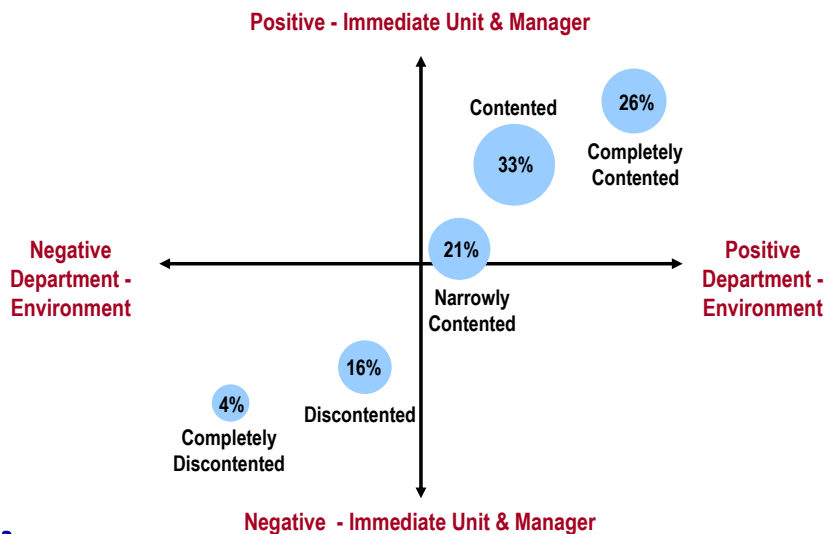
f) Summary

The combination of positive and negative opinions toward the immediate and Departmental working environments and the learning process at PCH allows for the identification of five segments in the population of PCH employees (see Typology of PCH Employees exhibit below):

- Positive opinions toward immediate working environment – negative opinions toward immediate working environment and management are depicted on the horizontal axis; and,
- Positive opinions toward Departmental working environment – negative opinions toward the Department working environment are depicted on the vertical axis.

Five segments of PCH employees resulted from the segmentation analysis of the survey results. Two of the segments (the *Completely Contented* and the *Contented*), representing 59 per cent of all PCH employees, feel favourable toward various aspects of working environment at Canadian Heritage. The *Narrowly Contented* segment represents one-fifth of PCH employees who have negative views with regard to their management and immediate working environment, but are less critical in regard to the organization and career development opportunities. Another 20 per cent of PCH employees hold generally negative attitudes towards the working environment at PCH. These individuals are dissatisfied with their management, report a higher incidence of having experienced harassment or discrimination and have a higher representation of equity group members.

Typology of PCH Employees



9. PROFILE

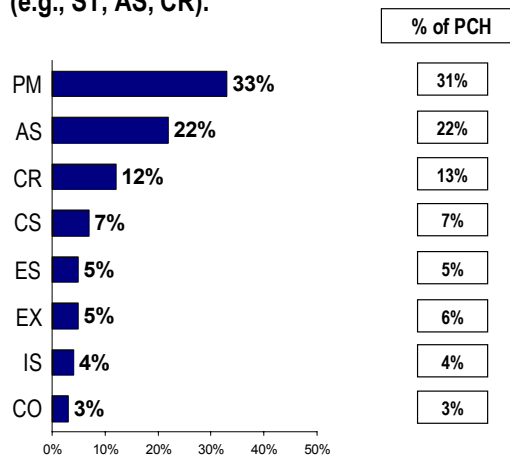
9.1 OCCUPATIONAL GROUP

Of the 1,891 employees who were e-mailed an invitation to participate in the online survey, 1,367 responded. Every branch of Canadian Heritage is represented in the sample to some extent, as is nearly every occupational group. In fact, the distribution of occupational groups is similar to the actual distribution of those groups within the population of PCH, with three exceptions: the data contain a slight over sampling of Program Administration Group employees and a slight under sampling of both Clerical and Regulatory Group and Executive employees.

The largest occupational groups represented in the survey are Program Administration Group employees (33 per cent) and Administrative Services Group employees (22 per cent).

Occupational Group

“Please indicate your occupational group using its two letter acronym (e.g., ST, AS, CR).”

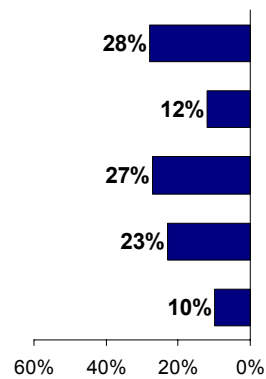


9.2 YEARS AT PCH AND THE PUBLIC SERVICE

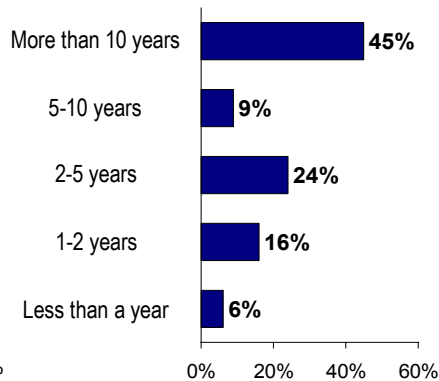
Most employees (60 per cent) have been with Canadian Heritage for five years or less, although nearly three in 10 report having worked at Canadian Heritage for more than 10 years. When it comes to experience in the Public Service, however, nearly half of respondents have worked in the Public Service for more than 10 years.

Years at Canadian Heritage and in the Public Service

“In total, how many years have you been working for Canadian Heritage?”



“In total, how many years have you been working in the Public Service?”

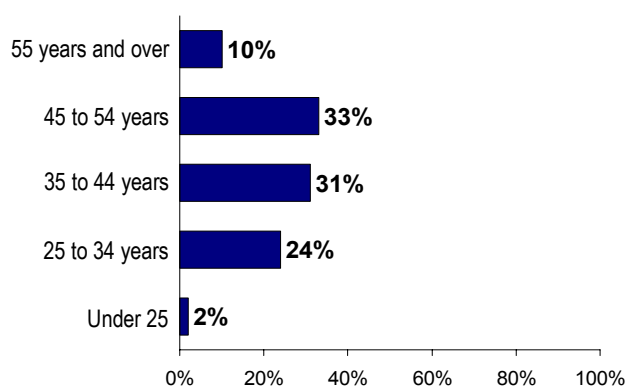


9.3 AGE

The majority of employees (64 per cent) are between the ages of 35 and 54, with very few younger than 25 (two per cent) or older than 55 (10 per cent). One-quarter (24 per cent) are between the ages of 25 and 34.

Age

“What is your age group?”

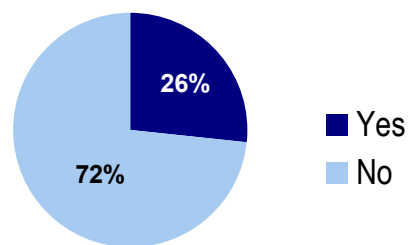


9.4 MANAGEMENT RESPONSIBILITIES

About one-quarter of employees (26 per cent) manage a team of employees and financial resources.

Manager of Employees and Finances

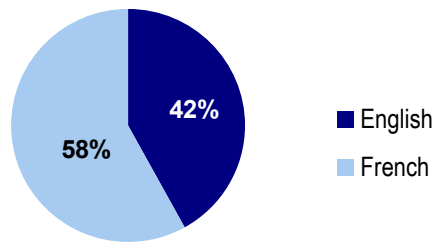
“Did you directly manage a team of employees and financial resources?”



9.5 OFFICIAL LANGUAGE PROFILE

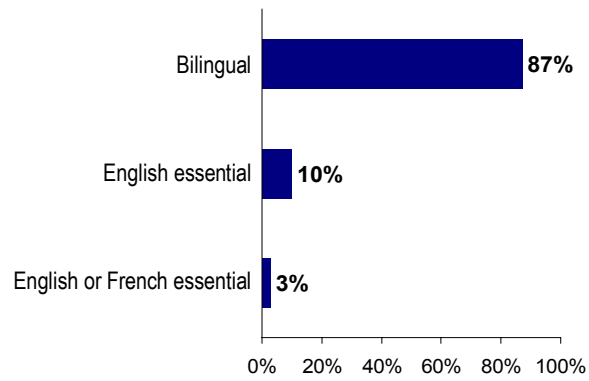
At PCH nearly six in 10 employees (58 per cent) report that their first official language is French. Forty-two per cent cite that English is their first official language.

First Official Language



That being said, nearly nine in 10 positions at PCH (87 per cent) are designated bilingual. Ten per cent are reported as “English essential” and only three per cent require either English or French.

Linguistic Profile of Positions



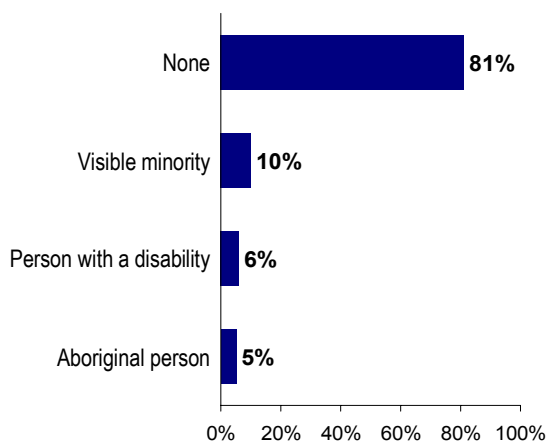
n=1366

PCH 2005 On-Line Employee Survey

9.6 EMPLOYMENT EQUITY GROUPS

Eight in 10 PCH employees do not identify themselves as being members of any employment equity group. One in 10 belongs to a visible minority group, six per cent are persons with a disability, and five per cent identify themselves as Aboriginal persons.

Employment Equity Group Status



APPENDIX A
SURVEY QUESTIONNAIRES

INTRO

EKOS Research Associates has been commissioned by Canadian Heritage to conduct an employee survey examining employee perceptions of learning, workplace well-being, diversity and official languages. The purpose of this research is: * to identify progress in key areas since the 2004 PCH On-line Survey; * to identify issues pertaining to learning, workplace well-being, diversity and official languages that require attention; * to provide information for organizational health measures; and * to stimulate dialogue in the branches and regions. Please be assured that your responses will be kept strictly confidential. INSTRUCTIONS ! Consider the questions and your answers carefully.! Unless otherwise indicated, you may provide only one answer per question.! On each screen, after selecting your answer, click on the "Back" or "Continue" buttons at the bottom of the screen to move forward or backwards through the questionnaire.! If you have any questions about how to complete the survey, please call EKOS Research Associates at 1-800-388-2873 or send an email to PCH@ekos.com

Q1

To what extent do you agree or disagree with the following statements?

Strongly agree... 1.....
Mostly agree 2.....
Mostly disagree 3.....
Strongly disagree..... 4.....
Don't know/No response..... 9.....
Not applicable... 8.....

Q1A

I believe I have opportunities for promotion within my department, given my education, skills and experience.

Strongly agree... 1.....
Mostly agree 2.....
Mostly disagree 3.....
Strongly disagree..... 4.....
Don't know/No response..... 9.....
Not applicable... 8.....

Q1B

My manager does a good job of helping me develop my career.

Strongly agree... 1.....
Mostly agree 2.....
Mostly disagree 3.....
Strongly disagree..... 4.....
Don't know/No response..... 9.....
Not applicable... 8.....

Q1C

I receive useful feedback from my manager on my job performance.

Strongly agree... 1.....
Mostly agree 2.....
Mostly disagree 3.....

Strongly disagree 4.....
Don't know/No response..... 9.....
Not applicable... 8.....

Q1D

My manager keeps me informed about the issues affecting my work.

Strongly agree... 1.....
Mostly agree 2.....
Mostly disagree 3.....
Strongly disagree..... 4.....
Don't know/No response..... 9.....
Not applicable... 8.....

Q1E

I get the training I need to do my job.

Strongly agree... 1.....
Mostly agree 2.....
Mostly disagree 3.....
Strongly disagree..... 4.....
Don't know/No response..... 9.....
Not applicable... 8.....

Q1F

My manager helps me determine my learning needs.

Strongly agree... 1.....
Mostly agree 2.....
Mostly disagree 3.....
Strongly disagree..... 4.....
Don't know/No response..... 9.....
Not applicable... 8.....

Q1G

If I were to suggest ways to improve how we do things, my manager would take them seriously.

Strongly agree... 1.....
Mostly agree 2.....
Mostly disagree 3.....
Strongly disagree..... 4.....
Don't know/No response..... 9.....
Not applicable... 8.....

Q1H

I take responsibility for my learning and career development.

Strongly agree... 1.....
Mostly agree 2.....
Mostly disagree 3.....

Strongly disagree 4.....
Don't know/No response..... 9.....
Not applicable... 8.....

Q1I

I get adequate recognition from my manager when I do a good job.

Strongly agree... 1.....
Mostly agree 2.....
Mostly disagree 3.....
Strongly disagree 4.....
Don't know/No response..... 9.....
Not applicable... 8.....

Q1J

My work unit periodically takes time out to rethink the way it does business.

Strongly agree... 1.....
Mostly agree 2.....
Mostly disagree 3.....
Strongly disagree 4.....
Don't know/No response..... 9.....
Not applicable... 8.....

Q1K

PCH is a great place to learn.

Strongly agree... 1.....
Mostly agree 2.....
Mostly disagree 3.....
Strongly disagree 4.....
Don't know/No response..... 9.....
Not applicable... 8.....

Q1L

There are appropriate measures in place to ensure my health in the workplace.

Strongly agree... 1.....
Mostly agree 2.....
Mostly disagree 3.....
Strongly disagree 4.....
Don't know/No response..... 9.....
Not applicable... 8.....

Q1M

There are appropriate measures in place to ensure my safety in the workplace.

Strongly agree... 1.....
Mostly agree 2.....
Mostly disagree 3.....

Strongly disagree 4.....
Don't know/No response..... 9.....
Not applicable... 8.....

Q1N

I am strongly committed to making my organization successful.

Strongly agree... 1.....
Mostly agree 2.....
Mostly disagree 3.....
Strongly disagree 4.....
Don't know/No response..... 9.....
Not applicable... 8.....

Q1O

I believe that my work unit communicates and manages change effectively.

Strongly agree... 1.....
Mostly agree 2.....
Mostly disagree 3.....
Strongly disagree 4.....
Don't know/No response..... 9.....
Not applicable... 8.....

Q1P

In my work unit, every individual, regardless of race, national or ethnic origin, gender, physical or mental disability, sexual orientation, age or religion would be/is accepted as an equal member of the team.

Strongly agree... 1.....
Mostly agree 2.....
Mostly disagree 3.....
Strongly disagree 4.....
Don't know/No response..... 9.....
Not applicable... 8.....

Q1Q

I feel that I can disagree with my manager on work-related issues without fear of reprisal.

Strongly agree... 1.....
Mostly agree 2.....
Mostly disagree 3.....
Strongly disagree 4.....
Don't know/No response..... 9.....
Not applicable... 8.....

Q1R

In my work unit, we work cooperatively as a team.

Strongly agree... 1.....
Mostly agree 2.....

Mostly disagree 3.....
Strongly disagree..... 4.....
Don't know/No response..... 9.....
Not applicable... 8.....

Q1S

In my branch/region the process of selecting a person for a position is done fairly.

Strongly agree... 1.....
Mostly agree..... 2.....
Mostly disagree 3.....
Strongly disagree..... 4.....
Don't know/No response..... 9.....
Not applicable... 8.....

Q1T

In my branch/region, I believe that we hire people who can do the job.

Strongly agree... 1.....
Mostly agree..... 2.....
Mostly disagree 3.....
Strongly disagree..... 4.....
Don't know/No response..... 9.....
Not applicable... 8.....

Q1U

Overall, my organization treats me with respect.

Strongly agree... 1.....
Mostly agree..... 2.....
Mostly disagree 3.....
Strongly disagree..... 4.....
Don't know/No response..... 9.....
Not applicable... 8.....

Q1V

I believe I am classified fairly (my current group and level) compared with others doing similar work in my department.

Strongly agree... 1.....
Mostly agree..... 2.....
Mostly disagree 3.....
Strongly disagree..... 4.....
Don't know/No response..... 9.....
Not applicable... 8.....

Q1W

PCH is a great place to work.

Strongly agree... 1.....

Mostly agree 2.....
Mostly disagree 3.....
Strongly disagree 4.....
Don't know/No response..... 9.....
Not applicable... 8.....

Q2

To what extent, if at all, have any of the following adversely affected your career progress in the Public Service over the last three years?

Not at all 1.....
Minimally 2.....
Moderately..... 3.....
Significantly 4.....
Don't know/No response..... 9.....
Notapplicable... 8.....

Q2A

Race, National or Ethnic Origin

Not at all 1.....
Minimally 2.....
Moderately..... 3.....
Significantly 4.....
Don't know/No response..... 9.....
Notapplicable... 8.....

Q2B

Gender

Not at all 1.....
Minimally 2.....
Moderately..... 3.....
Significantly 4.....
Don't know/No response..... 9.....
Notapplicable... 8.....

Q2C

Physical or Mental Disability

Not at all 1.....
Minimally 2.....
Moderately..... 3.....
Significantly 4.....
Don't know/No response..... 9.....
Notapplicable... 8.....

Q2D

Sexual Orientation

- Not at all 1.....
Minimally 2.....
Moderately..... 3.....
Significantly 4.....
Don't know/No response..... 9.....
Notapplicable... 8.....

Q2E

Age

- Not at all 1.....
Minimally 2.....
Moderately..... 3.....
Significantly 4.....
Don't know/No response..... 9.....
Notapplicable... 8.....

Q2F

Religion

- Not at all 1.....
Minimally 2.....
Moderately..... 3.....
Significantly 4.....
Don't know/No response..... 9.....
Notapplicable... 8.....

Q2G

To what extent, if at all, has a lack of access to developmental assignments adversely affected your career progress in the Public Service over the last three years?

- Not at all 1.....
Minimally 2.....
Moderately..... 3.....
Significantly 4.....
Don't know/No response..... 9.....
Not applicable... 8.....

Q3

Rate the following statements :

- Always..... 1.....
Often 2.....
Sometimes 3.....
Rarely or never . 4.....
Don't know/No response..... 9.....
Not applicable... 8.....

Q3A

I can complete my assigned workload during my regular working hours.

- Always..... 1.....
- Often..... 2.....
- Sometimes..... 3.....
- Rarely or never . 4.....
- Don't know/No response..... 9.....
- Not applicable... 8.....

Q3B

I can balance my personal, family and work needs in my current job.

- Always..... 1.....
- Often..... 2.....
- Sometimes..... 3.....
- Rarely or never . 4.....
- Don't know/No response..... 9.....
- Not applicable... 8.....

Q3C

I have a say in decisions and actions that have an impact on my work.

- Always..... 1.....
- Often..... 2.....
- Sometimes..... 3.....
- Rarely or never . 4.....
- Don't know/No response..... 9.....
- Not applicable... 8.....

Q4

For the 2004/05 fiscal year, did you prepare a written or verbal learning plan?

- Yes, written plan..... 1.....
- Yes, verbal plan 2.....
- No..... 3.....
- Don't know/No response..... 9.....

Q4B

If... {SQ4 == 3}

What is your primary reason for not preparing a learning plan for the 2004/05 fiscal year?

- Workload/Not enough time 1.....
 - Learning/Training not needed 2.....
 - Retiring soon 3.....
 - Lack of management support 4.....
 - Difficulty using the Learning Performance Management System (LPMS) 5
 - Don't know/No response..... 9.....
-

Q6**If... Q4.NE.3.AND.Q4.NE.9**

To what extent did you take Departmental/sectoral/branch/regional objectives into account when preparing your learning plan?

- Not at all 1.....
- To a small extent 2.....
- To a moderate extent 3.....
- To a great extent 4.....
- Don't Know/No Response 9.....

Q6A**If... Q4.NE.3.AND.Q4.NE.9**

To what extent did you consider informal learning activities when preparing your learning plan?

- Not at all 1.....
- To a small extent 2.....
- To a moderate extent 3.....
- To a great extent 4.....
- Don't Know/No Response 9.....

Q6B**If... Q4.NE.3.AND.Q4.NE.9**

By the end of the 2004/05 fiscal year, to what extent will you have made progress in completing the learning objectives identified in your learning plan?

- Not at all 1.....
- To a small extent 2.....
- To a moderate extent 3.....
- To a great extent 4.....
- Don't Know/No Response 9.....

Q7**If... Q4.NE.3.AND.Q4.NE.9**

What is the primary barrier you have faced in completing the objectives identified in your 2004/05 learning plan?

- No barrier 1.....
- Lack of funds.... 2.....
- Workload..... 3.....
- Lack of manager support..... 4.....
- Not aware of available learning opportunities 5
- Don't know/No Response 9..... X

Q7B**If... Q4.NE.3.AND.Q4.NE.9**

To what extent will you have completed your work commitments (work objectives) by the end of the 2004/05 fiscal year?

- Not at all 1.....

To a small extent 2.....
To a moderate extent 3.....
To a great extent 4.....
Don't Know/No Response 9.....

Q8

For the 2004/05 fiscal year, do you have written work commitments (work objectives)?

Yes..... 1.....
No 2.....
Don't know/No response..... 9.....

Q18

Approximately how many days did you spend on the following types of training during the 2004/05 fiscal year? (Please enter 0 if no training)

Response -> AQ18; N3.0 [0-365]. 1.....
Don't know/No response..... 9.....

Q18A

Classroom training (excluding language training)

Response -> AQ18A; N3.0 [0-365]..... 1
Don't know/No response..... 9.....

Q18B

University/College course (excluding language training)

Response -> AQ18B; N3.0 [0-365]..... 1
Don't know/No response..... 9.....

Q18C

E-learning (excluding language training)

Response -> AQ18C; N3.0 [0-365]..... 1
Don't know/No response..... 9.....

Q18E

Conference/Seminar (excluding language training)

Response -> AQ18E; N3.0 [0-365]..... 1
Don't know/No response..... 9.....

Q18F

Language training

Response -> AQ18F; N3.0 [0-365]..... 1
Don't know/No response..... 9.....

Q19

How often do you participate in the following informal learning activities?

- Frequently..... 1.....
Sometimes 2.....
Rarely 3.....
Never 4.....
Don't know/No Response 9..... X

Q19A

Coaching/Mentoring

- Frequently..... 1.....
Sometimes 2.....
Rarely 3.....
Never 4.....
Don't know/No Response 9..... X

Q19B

Group discussions/Communities-of-practice

- Frequently..... 1.....
Sometimes 2.....
Rarely 3.....
Never 4.....
Don't know/No Response 9..... X

Q19C

Special projects/tasks

- Frequently..... 1.....
Sometimes 2.....
Rarely 3.....
Never 4.....
Don't know/No Response 9..... X

Q19D

Team problem-solving sessions

- Frequently..... 1.....
Sometimes 2.....
Rarely 3.....
Never 4.....
Don't know/No Response 9..... X

Q19E

Participation in higher level discussions

- Frequently..... 1.....

Sometimes 2.....
Rarely 3.....
Never 4.....
Don't know/No Response 9..... X

Q19F

Networking outside the department

Frequently..... 1.....
Sometimes 2.....
Rarely 3.....
Never 4.....
Don't know/No Response 9..... X

Q19G

I apply the knowledge and skills acquired through learning opportunities in my job

Frequently..... 1.....
Sometimes 2.....
Rarely 3.....
Never 4.....
Don't know/No Response 9..... X

Q20

In the past year, have you been a victim of harassment on the job?

Yes..... 1.....
No 2.....
Not applicable... 3.....
Don't know/No Response 9..... X

Q21

If... Q20.EQ.1

From whom did you experience harassment on the job?

Never 1.....
Once or twice... 2.....
More than twice 3.....
Not applicable... 4.....
Don't know/No Response 9..... X

Q21A

If... Q20.EQ.1

Co-workers

Never 1.....
Once or twice... 2.....
More than twice 3.....
Not applicable... 4.....
Don't know/No Response 9..... X

Q21B

If... Q20.EQ.1

Individuals with authority over me

- Never 1
Once or twice.... 2.....
More than twice 3.....
Not applicable... 4.....
Don't know/No Response 9..... X

Q21C

If... Q20.EQ.1

Individuals working for me

- Never 1
Once or twice.... 2.....
More than twice 3.....
Not applicable... 4.....
Don't know/No Response 9..... X

Q21D

If... Q20.EQ.1

Individuals from other departments or agencies

- Never 1
Once or twice.... 2.....
More than twice 3.....
Not applicable... 4.....
Don't know/No Response 9..... X

Q21E

If... Q20.EQ.1

Members of the public (individuals or organizations)

- Never 1
Once or twice.... 2.....
More than twice 3.....
Not applicable... 4.....
Don't know/No Response 9..... X

Q22

In the past year, have you been a victim of discrimination on the job?

- Yes..... 1
No 2.....
Not applicable... 3.....
Don't know/No Response 9..... X

Q23**If... {SQ22 == 1}**

From whom did you experience discrimination on the job?

- Never 1
Once or twice... 2
More than twice 3
Not applicable... 4
Don't know/No Response 9 X

Q23A**If... {SQ22 == 1}**

Co-workers

- Never 1
Once or twice... 2
More than twice 3
Not applicable... 4
Don't know/No Response 9 X

Q23B**If... {SQ22 == 1}**

Individuals with authority over me

- Never 1
Once or twice... 2
More than twice 3
Not applicable... 4
Don't know/No Response 9 X

Q23C**If... {SQ22 == 1}**

Individuals working for me

- Never 1
Once or twice... 2
More than twice 3
Not applicable... 4
Don't know/No Response 9 X

Q23D**If... {SQ22 == 1}**

Individuals from other departments or agencies

- Never 1
Once or twice... 2
More than twice 3
Not applicable... 4
Don't know/No Response 9 X

Q23E**If... {SQ22 == 1}**

Members of the public (individuals or organizations)

Never 1.....

Once or twice.... 2.....

More than twice 3.....

Not applicable... 4.....

Don't know/No Response 9..... X

Q24

During discussions in my work unit, I feel free to use the official language of my choice.

Strongly agree... 1.....

Mostly agree 2.....

Mostly disagree 3.....

Strongly disagree..... 4.....

Don't know/No response..... 9.....

Not applicable... 8.....

Q25

Was the improvement of your second official language identified as a learning objective in your 2004/05 learning plan?

Yes..... 1.....

No 2.....

Improvement not needed 3.....

Don't know/No response..... 9.....

Not applicable... 8.....

Q26

To what extent do you feel you are able to work effectively in both official languages?

Not at all 1.....

To a small extent 2.....

To a moderate extent 3.....

To a great extent4.....

Don't Know/No Response 9.....

Not applicable... 8.....

Q27

What area of your second official language would you like to improve the most?

Reading..... 1.....

Written correspondence (e.g., e-mail, letters, etc.) 2

Written presentations (e.g., "decks", etc.).3

Oral communication (e.g., discussions, etc.)4

Oral presentations..... 5.....

Improvement not needed 6.....

Don't Know/No Response 9.....
Not applicable... 8.....

Q28

What is the primary barrier you have faced in trying to improve your second official language?

No barrier 1.....
Lack of funds.... 2.....
Workload..... 3.....
Lack of management support 4.....
Not aware of available learning opportunities 5
Don't Know/No Response 9.....
Not applicable... 8.....

Q29

In my branch/region, I apply my second official language knowledge and skills on the job.

Frequently..... 1.....
Sometimes 2.....
Rarely 3.....
Never..... 4.....
Don't know/No Response 9..... X
Not applicable... 8.....

Q30

I have had access to employer-paid language training during my career in the Public Service.

Yes, full-time language training ... 1.....
Yes, part-time language training .. 2.....
No, have not had access to language training 3 X
Language training not needed..... 4..... X
Don't Know/No Response 9..... X
Not applicable... 8..... X.....

Q12

Do you directly manage a team of employees and financial resources?

Yes..... 1.....
No 2.....
Don't know/No response..... 9.....

Q31

This portion of the survey is voluntary. You may identify in more than one designated group. The information you provide is confidential and will be analyzed at the departmental level only.

Are you: Yes..... 1.....
No 2.....
No Response..... 3.....

Q31A

An Aboriginal person?

Yes..... 1.....

No..... 2.....

No Response..... 3.....

Q31B

A person with a disability?

Yes..... 1.....

No..... 2.....

No Response..... 3.....

Q31C

A member of a visible minority group?

Yes..... 1.....

No..... 2.....

No Response..... 3.....

QEND

..... 1.....

QP1**If... 0.EQ.1**

PRETESTHow many minutes did it take you to complete the questionnaire?

OF MINUTES -> AQP1; N2.0 [0-99]...1

QP2**If... 0.EQ.1**

Did the flow of questions make sense to you?

Yes..... 1.....

No, why not? -> AQP2; C250 L4 C402

QP3**If... 0.EQ.1**

Considering the questions posed, was there anything that you think we missed? If yes, what was it?

Yes -> AQP3; C250 L4 C40 1.....

No..... 2.....

QP4**If... 0.EQ.1**

Were there any specific questions, terms or response categories that were not clear to you? If yes, which ones were they and why was that the case?

Yes -> AQP4; C250 L4 C40 1.....

No 2.....

THNK

Thank you very much for taking the time to complete this survey.

INTRO

Patrimoine canadien a chargé les Associés de recherche EKOS d'effectuer un sondage auprès de ses employés afin de connaître leurs impressions touchant l'apprentissage, le mieux-être en milieu de travail, la diversité et les langues officielles. Les objectifs de cette recherche sont les suivants : * mesurer le progrès accompli dans des domaines importants depuis le Sondage en ligne de PCH 2004; * déceler les enjeux qui doivent être adressés en ce qui concerne l'apprentissage, le mieux-être en milieu de travail, la diversité et les langues officielles; * fournir de l'information en vue des mesures de santé organisationnelle; * stimuler le dialogue au sein des directions générales et des régions. Il est entendu que vos réponses seront traitées de façon absolument confidentielle. DIRECTIVES ! Réfléchissez bien aux questions et à vos réponses.! Sauf indication contraire, ne donnez qu'une réponse par question.! Sur chaque écran, après avoir sélectionné votre réponse, cliquez sur les boutons « Reculer » ou « Continuer » au bas de l'écran pour passer à la page suivante ou précédente du questionnaire.! Pour toute question sur la façon de remplir le questionnaire, veuillez téléphoner aux Associés de recherche EKOS, au 1-800-388-2873, ou envoyer un courriel à PCH@ekos.com. Note: Pour faciliter la lecture du présent document, le masculin est employé.

Q1

Dans quelle mesure êtes-vous d'accord ou en désaccord avec les énoncés suivants ?

- Entièrement d'accord 1.....
Plutôt d'accord .. 2.....
Plutôt en désaccord..... 3.....
Totalelement en désaccord 4.....
Ne sais pas/Pas de réponse 9.....
Ne s'applique pas 8.....

Q1A

J'estime avoir des possibilités d'avancement au sein de mon ministère, compte tenu de ma scolarité, de mes compétences et de mon expérience.

- Entièrement d'accord 1.....
Plutôt d'accord .. 2.....
Plutôt en désaccord..... 3.....
Totalelement en désaccord 4.....
Ne sais pas/Pas de réponse 9.....
Ne s'applique pas 8.....

Q1B

Mon gestionnaire m'aide beaucoup à me perfectionner sur le plan professionnel.

- Entièrement d'accord 1.....
Plutôt d'accord .. 2.....
Plutôt en désaccord..... 3.....
Totalelement en désaccord 4.....
Ne sais pas/Pas de réponse 9.....
Ne s'applique pas 8.....
-
-

Q1C

Je reçois des commentaires utiles de mon gestionnaire sur mon rendement au travail.

- Entièrement d'accord 1.....
Plutôt d'accord .. 2.....
Plutôt en désaccord..... 3.....
Totalelement en désaccord 4.....
Ne sais pas/Pas de réponse 9.....
Ne s'applique pas 8.....

Q1D

Mon gestionnaire me tient au courant des questions touchant mon travail.

- Entièrement d'accord 1.....
Plutôt d'accord .. 2.....
Plutôt en désaccord..... 3.....
Totalelement en désaccord 4.....
Ne sais pas/Pas de réponse 9.....
Ne s'applique pas 8.....

Q1E

Je reçois la formation dont j'ai besoin pour faire mon travail.

- Entièrement d'accord 1.....
Plutôt d'accord .. 2.....
Plutôt en désaccord..... 3.....
Totalelement en désaccord 4.....
Ne sais pas/Pas de réponse 9.....
Ne s'applique pas 8.....

Q1F

Mon gestionnaire m'aide à cerner mes besoins en apprentissage.

- Entièrement d'accord 1.....
Plutôt d'accord .. 2.....
Plutôt en désaccord..... 3.....
Totalelement en désaccord 4.....
Ne sais pas/Pas de réponse 9.....
Ne s'applique pas 8.....

Q1G

Si je devais proposer des moyens d'améliorer notre façon de procéder, mon gestionnaire les prendrait au sérieux.

- Entièrement d'accord 1.....
Plutôt d'accord .. 2.....
Plutôt en désaccord..... 3.....
Totalelement en désaccord 4.....
Ne sais pas/Pas de réponse 9.....
Ne s'applique pas 8.....

Q1H

Je prends la responsabilité de mon apprentissage et de mon développement de carrière.

- Entièrement d'accord 1.....
Plutôt d'accord .. 2.....
Plutôt en désaccord..... 3.....
Totalemment en désaccord 4.....
Ne sais pas/Pas de réponse 9.....
Ne s'applique pas 8.....

Q1I

Mon gestionnaire reconnaît de façon appropriée la qualité de mon travail.

- Entièrement d'accord 1.....
Plutôt d'accord .. 2.....
Plutôt en désaccord..... 3.....
Totalemment en désaccord 4.....
Ne sais pas/Pas de réponse 9.....
Ne s'applique pas 8.....

Q1J

Dans mon unité de travail, nous revoyons de temps à autre la façon de procéder.

- Entièrement d'accord 1.....
Plutôt d'accord .. 2.....
Plutôt en désaccord..... 3.....
Totalemment en désaccord 4.....
Ne sais pas/Pas de réponse 9.....
Ne s'applique pas 8.....

Q1K

PCH est un endroit où il fait bon apprendre.

- Entièrement d'accord 1.....
Plutôt d'accord .. 2.....
Plutôt en désaccord..... 3.....
Totalemment en désaccord 4.....
Ne sais pas/Pas de réponse 9.....
Ne s'applique pas 8.....

Q1L

Des mesures appropriées sont en place pour assurer ma santé en milieu de travail.

- Entièrement d'accord 1.....
Plutôt d'accord .. 2.....
Plutôt en désaccord..... 3.....
Totalemment en désaccord 4.....
Ne sais pas/Pas de réponse 9.....
Ne s'applique pas 8.....

Q1M

Des mesures appropriées sont en place pour assurer ma sécurité en milieu de travail.

- Entièrement d'accord 1.....
Plutôt d'accord .. 2.....
Plutôt en désaccord..... 3.....
Totalemment en désaccord 4.....
Ne sais pas/Pas de réponse 9.....
Ne s'applique pas 8.....

Q1N

Je m'engage activement au succès de mon organisation.

- Entièrement d'accord 1.....
Plutôt d'accord .. 2.....
Plutôt en désaccord..... 3.....
Totalemment en désaccord 4.....
Ne sais pas/Pas de réponse 9.....
Ne s'applique pas 8.....

Q1O

Je crois que mon unité de travail communique et gère efficacement le changement.

- Entièrement d'accord 1.....
Plutôt d'accord .. 2.....
Plutôt en désaccord..... 3.....
Totalemment en désaccord 4.....
Ne sais pas/Pas de réponse 9.....
Ne s'applique pas 8.....

Q1P

Dans mon unité de travail, chaque personne est ou serait acceptée comme membre à part entière de l'équipe, sans égard à la race, l'origine nationale ou ethnique, la déficience physique ou mentale, le handicap, l'orientation sexuelle, l'âge ou la religion.

- Entièrement d'accord 1.....
Plutôt d'accord .. 2.....
Plutôt en désaccord..... 3.....
Totalemment en désaccord 4.....
Ne sais pas/Pas de réponse 9.....
Ne s'applique pas 8.....

Q1Q

J'estime pouvoir être en désaccord avec mon gestionnaire sur des questions liées au travail sans crainte de représailles.

- Entièrement d'accord 1.....
Plutôt d'accord .. 2.....
Plutôt en désaccord..... 3.....
Totalemment en désaccord 4.....

Ne sais pas/Pas de réponse 9.....
Ne s'applique pas 8.....

Q1R

Dans mon unité de travail, nous travaillons en équipe.

Entièrement d'accord 1.....
Plutôt d'accord .. 2.....
Plutôt en désaccord..... 3.....
Totalement en désaccord 4.....
Ne sais pas/Pas de réponse 9.....
Ne s'applique pas 8.....

Q1S

Dans ma direction générale/région, le processus de sélection des personnes pour combler un poste est équitable.

Entièrement d'accord 1.....
Plutôt d'accord .. 2.....
Plutôt en désaccord..... 3.....
Totalement en désaccord 4.....
Ne sais pas/Pas de réponse 9.....
Ne s'applique pas 8.....

Q1T

Dans ma direction générale/région, j'estime qu'on embauche des personnes capables de faire le travail.

Entièrement d'accord 1.....
Plutôt d'accord .. 2.....
Plutôt en désaccord..... 3.....
Totalement en désaccord 4.....
Ne sais pas/Pas de réponse 9.....
Ne s'applique pas 8.....

Q1U

Dans l'ensemble, mon organisation me traite avec respect.

Entièrement d'accord 1.....
Plutôt d'accord .. 2.....
Plutôt en désaccord..... 3.....
Totalement en désaccord 4.....
Ne sais pas/Pas de réponse 9.....
Ne s'applique pas 8.....

Q1V

La classification de mon poste (groupe et niveau) est équitable en comparaison avec celle d'autres personnes faisant un travail semblable au sein de mon ministère.

Entièrement d'accord 1.....
Plutôt d'accord .. 2.....

Plutôt en désaccord..... 3.....
Totalemment en désaccord 4.....
Ne sais pas/Pas de réponse 9.....
Ne s'applique pas 8.....

Q1W

PCH est un endroit où il fait bon travailler.

Entièrement d'accord 1.....
Plutôt d'accord .. 2.....
Plutôt en désaccord..... 3.....
Totalemment en désaccord 4.....
Ne sais pas/Pas de réponse 9.....
Ne s'applique pas 8.....

Q2

Dans quelle mesure, s'il y a lieu, estimez-vous que les éléments suivants ont nuit à la progression de votre carrière au sein de la fonction publique au cours des trois dernières années ?

Pas du tout 1.....
De façon minimale 2.....
Modérément..... 3.....
Beaucoup 4.....
Ne sais pas/Pas de réponse 9.....
Ne s'applique pas 8.....

Q2A

Race, origine nationale ou ethnique

Pas du tout 1.....
De façon minimale 2.....
Modérément..... 3.....
Beaucoup 4.....
Ne sais pas/Pas de réponse 9.....
Ne s'applique pas 8.....

Q2B

Sexe

Pas du tout 1.....
De façon minimale 2.....
Modérément..... 3.....
Beaucoup 4.....
Ne sais pas/Pas de réponse 9.....
Ne s'applique pas 8.....

Q2C

Déficiência physique ou mentale

Pas du tout 1.....

De façon minimale 2.....
Modérément..... 3.....
Beaucoup 4.....
Ne sais pas/Pas de réponse 9.....
Ne s'applique pas 8.....

Q2D

Orientation sexuelle

Pas du tout 1.....
De façon minimale 2.....
Modérément..... 3.....
Beaucoup 4.....
Ne sais pas/Pas de réponse 9.....
Ne s'applique pas 8.....

Q2E

Âge

Pas du tout 1.....
De façon minimale 2.....
Modérément..... 3.....
Beaucoup 4.....
Ne sais pas/Pas de réponse 9.....
Ne s'applique pas 8.....

Q2F

Religion

Pas du tout 1.....
De façon minimale 2.....
Modérément..... 3.....
Beaucoup 4.....
Ne sais pas/Pas de réponse 9.....
Ne s'applique pas 8.....

Q2G

Dans quelle mesure, s'il y a lieu, estimez-vous qu'un manque d'accès à des affectations de perfectionnement a nuit à la progression de votre carrière au sein de la fonction publique au cours des trois dernières années ?

Pas du tout 1.....
De façon minimale 2.....
Modérément..... 3.....
Beaucoup 4.....
Ne sais pas/Pas de réponse 9.....
Ne s'applique pas 8.....

Q3

Veillez évaluer les énoncés suivants :

- Toujours 1.....
Souvent..... 2.....
Parfois..... 3.....
Rarementou jamais 4.....
Ne sais pas/Pas de réponse 9.....
Ne s'applique pas 8.....

Q3A

J'arrive à accomplir toutes mes tâches pendant mes heures normales de travail.

- Toujours 1.....
Souvent..... 2.....
Parfois..... 3.....
Rarementou jamais 4.....
Ne sais pas/Pas de réponse 9.....
Ne s'applique pas 8.....

Q3B

Mon travail actuel me permet d'établir un équilibre entre mes obligations personnelles, familiales et professionnelles.

- Toujours 1.....
Souvent..... 2.....
Parfois..... 3.....
Rarementou jamais 4.....
Ne sais pas/Pas de réponse 9.....
Ne s'applique pas 8.....

Q3C

J'ai un mot à dire quant aux décisions et aux mesures qui influent sur mon travail.

- Toujours 1.....
Souvent..... 2.....
Parfois..... 3.....
Rarementou jamais 4.....
Ne sais pas/Pas de réponse 9.....
Ne s'applique pas 8.....

Q4

Avez-vous établi un plan d'apprentissage écrit ou verbal pour l'année financière 2004-2005 ?

- Oui, un plan écrit 1.....
Oui, un plan verbal 2.....
Non 3.....
Ne sais pas/Pas de réponse 9.....
-

Q4B**Si... {SQ4 == 3}**

Quelle est la raison principale pour laquelle vous n'avez pas préparé un plan d'apprentissage pour l'année financière 2004-2005 ?

Charge de travail / Pas assez de temps 1

Apprentissage/ Formation non nécessaire 2

Départ pour la retraite à court terme.....3

Manque de soutien de la gestion... 4.....

Difficultés à utiliser le système de gestion de l'apprentissage et du rendement (SGAR) 5

Ne sais pas/Pas de réponse 9.....

Q6**Si... Q4.NE.3.AND.Q4.NE.9**

Dans quelle mesure avez-vous tenu compte des objectifs du Ministère/du secteur/de la direction générale/de la région dans l'établissement de votre plan d'apprentissage ?

Pas du tout 1.....

Un peu 2.....

Moyennement... 3.....

Énormément 4.....

Ne sais pas/Pas de réponse 9.....

Q6A**Si... Q4.NE.3.AND.Q4.NE.9**

Dans quelle mesure avez-vous tenu compte des possibilités d'apprentissage informelles dans votre plan d'apprentissage ?

Pas du tout 1.....

Un peu 2.....

Moyennement... 3.....

Énormément 4.....

Ne sais pas/Pas de réponse 9.....

Q6B**Si... Q4.NE.3.AND.Q4.NE.9**

À la fin de l'année financière 2004-2005, dans quelle mesure aurez-vous fait des progrès quant à la réalisation des objectifs identifiés dans votre plan d'apprentissage ?

Pas du tout 1.....

Un peu 2.....

Moyennement... 3.....

Énormément 4.....

Ne sais pas/Pas de réponse 9.....

Q7**Si... Q4.NE.3.AND.Q4.NE.9**

Quelle est la principale barrière à laquelle vous avez fait face lorsqu'est venu le temps de réaliser les objectifs identifiés dans votre plan d'apprentissage ?

- Aucune barrière 1.....
Manque d'argent 2.....
Charge de travail 3.....
Manque de soutien de la gestion... 4.....
Pas au courant des opportunités d'apprentissage disponibles 5
Ne sais pas/Pas de réponse 9..... X

Q7B

Si... Q4.NE.3.AND.Q4.NE.9

Dans quelle mesure aurez-vous réalisé vos engagements professionnels (objectifs de travail) à la fin de l'année financière 2004-2005 ?

- Pas du tout 1.....
De façon minimale 2.....
Modérément..... 3.....
Beaucoup 4.....
Ne sais pas/Pas de réponse 9.....

Q8

Avez-vous établi des engagements professionnels (objectifs de travail) écrits pour l'année financière 2004-2005 ?

- Oui..... 1.....
Non 2.....
Ne sais pas/Pas de réponse 9.....

Q18

Combien de jours estimez-vous avoir passé en formation pour chacune des catégories suivantes durant l'année financière 2004-2005 ? (Inscrire 0 s'il n'y a pas eu de formation)

- Réponse -> AQ18; N3.0 [0-365] .. 1.....
Ne sais pas/Pas de réponse 9.....

Q18A

Formation en classe (excluant la formation linguistique)

- Réponse -> AQ18A; N3.0 [0-365] 1.....
Ne sais pas/Pas de réponse 9.....

Q18B

Formation à l'université/au collège (excluant la formation linguistique)

- Réponse -> AQ18B; N3.0 [0-365] 1.....
Ne sais pas/Pas de réponse 9.....
-
-

Q18C

Apprentissage en ligne (excluant la formation linguistique)

Réponse -> AQ18C; N3.0 [0-365] 1.....

Ne sais pas/Pas de réponse 9.....

Q18E

Conférence/séminaire (excluant la formation linguistique)

Réponse -> AQ18E; N3.0 [0-365] 1.....

Ne sais pas/Pas de réponse 9.....

Q18F

Formation linguistique

Réponse -> AQ18F; N3.0 [0-365] 1.....

Ne sais pas/Pas de réponse 9.....

Q19

Combien de fois avez-vous participé aux activités d'apprentissage informelles suivantes ?

Fréquemment.... 1.....

Parfois..... 2.....

Rarement 3.....

Jamais 4.....

Ne sais pas/Pas de réponse 9..... X

Q19A

«Coaching» en milieu de travail/ Mentorat

Fréquemment.... 1.....

Parfois..... 2.....

Rarement 3.....

Jamais 4.....

Ne sais pas/Pas de réponse 9..... X

Q19B

Discussions de groupe / Communautés de pratique

Fréquemment.... 1.....

Parfois..... 2.....

Rarement 3.....

Jamais 4.....

Ne sais pas/Pas de réponse 9..... X

Q19C

Tâches/ projets spéciaux

Fréquemment.... 1.....

Parfois..... 2.....

Rarement 3.....
Jamais 4.....
Ne sais pas/Pas de réponse 9..... X

Q19D

Sessions de résolutions de problèmes en équipe

Fréquemment.... 1.....
Parfois..... 2.....
Rarement 3.....
Jamais 4.....
Ne sais pas/Pas de réponse 9..... X

Q19E

Participer aux discussions à un niveau supérieur

Fréquemment.... 1.....
Parfois..... 2.....
Rarement 3.....
Jamais 4.....
Ne sais pas/Pas de réponse 9..... X

Q19F

Réseautage

Fréquemment.... 1.....
Parfois..... 2.....
Rarement 3.....
Jamais 4.....
Ne sais pas/Pas de réponse 9..... X

Q19G

Je mets en pratique dans mon travail les connaissances et les habiletés acquises dans le cadre des occasions d'apprentissage.

Fréquemment.... 1.....
Parfois..... 2.....
Rarement 3.....
Jamais 4.....
Ne sais pas/Pas de réponse 9..... X

Q20

Au cours de la dernière année, avez-vous été victime de harcèlement au travail ?

Oui..... 1.....
Non 2.....
Ne s'applique pas 3.....
Ne sais pas/Pas de réponse 9..... X

Q21**Si... Q20.EQ.1**

De la part de qui avez-vous été victime de harcèlement au travail?

- Jamais 1.....
Une ou deux fois..... 2.....
Plus de deux fois..... 3.....
Ne s'applique pas 4.....
Ne sais pas/Pas de réponse 9..... X

Q21A**Si... Q20.EQ.1**

Collègues

- Jamais 1.....
Une ou deux fois..... 2.....
Plus de deux fois..... 3.....
Ne s'applique pas 4.....
Ne sais pas/Pas de réponse 9..... X

Q21B**Si... Q20.EQ.1**

Supérieurs

- Jamais 1.....
Une ou deux fois..... 2.....
Plus de deux fois..... 3.....
Ne s'applique pas 4.....
Ne sais pas/Pas de réponse 9..... X

Q21C**Si... Q20.EQ.1**

Employées relevant de moi

- Jamais 1.....
Une ou deux fois..... 2.....
Plus de deux fois..... 3.....
Ne s'applique pas 4.....
Ne sais pas/Pas de réponse 9..... X

Q21D**Si... Q20.EQ.1**

Personnes d'autres ministères ou organismes

- Jamais 1.....
Une ou deux fois..... 2.....
Plus de deux fois..... 3.....
Ne s'applique pas 4.....
Ne sais pas/Pas de réponse 9..... X

Q21E**Si... Q20.EQ.1**

Membres du public (personnes ou organisations)

- Jamais 1.....
Une ou deux fois..... 2.....
Plus de deux fois..... 3.....
Ne s'applique pas 4.....
Ne sais pas/Pas de réponse 9..... X

Q22

Au cours de l'année, avez-vous été victime de discrimination au travail ?

- Oui..... 1.....
Non..... 2.....
Ne s'applique pas 3.....
Ne sais pas/Pas de réponse 9..... X

Q23**Si... {SQ22 == 1}**

De la part de qui avez-vous été victime de discrimination au travail?

- Jamais 1.....
Une ou deux fois..... 2.....
Plus de deux fois..... 3.....
Ne s'applique pas 4.....
Ne sais pas/Pas de réponse 9..... X

Q23A**Si... {SQ22 == 1}**

Collègues

- Jamais 1.....
Une ou deux fois..... 2.....
Plus de deux fois..... 3.....
Ne s'applique pas 4.....
Ne sais pas/Pas de réponse 9..... X

Q23B**Si... {SQ22 == 1}**

Supérieurs

- Jamais 1.....
Une ou deux fois..... 2.....
Plus de deux fois..... 3.....
Ne s'applique pas 4.....
Ne sais pas/Pas de réponse 9..... X
-
-

Q23C**Si... { \$Q22 == 1 }**

Employées relevant de moi

- Jamais 1
Une ou deux fois..... 2.....
Plus de deux fois..... 3.....
Ne s'applique pas 4.....
Ne sais pas/Pas de réponse 9..... X

Q23D**Si... { \$Q22 == 1 }**

Personnes d'autres ministères ou organismes

- Jamais 1
Une ou deux fois..... 2.....
Plus de deux fois..... 3.....
Ne s'applique pas 4.....
Ne sais pas/Pas de réponse 9..... X

Q23E**Si... { \$Q22 == 1 }**

Membres du public (personnes ou organisations)

- Jamais 1
Une ou deux fois..... 2.....
Plus de deux fois..... 3.....
Ne s'applique pas 4.....
Ne sais pas/Pas de réponse 9..... X

Q24

Durant les discussions à l'intérieur de mon unité de travail, je me sens libre d'utiliser la langue officielle de mon choix.

- Entièrement d'accord 1.....
Plutôt d'accord.. 2.....
Plutôt en désaccord..... 3.....
Totalemment en désaccord 4.....
Ne sais pas/Pas de réponse 9.....
Ne s'applique pas 8.....

Q25

Est-ce que l'amélioration de votre seconde langue officielle était parmi les objectifs de votre plan d'apprentissage pour 2004 2005 ?

- Oui..... 1
Non 2.....
Amélioration non requise 3.....
Ne sais pas/Pas de réponse 9.....
Ne s'applique pas 8.....

Q26

Dans quelle mesure vous sentez-vous capable de travailler efficacement dans les deux langues officielles ?

- Pas du tout 1
Un peu 2
Moyennement... 3
Énormément 4
Ne sais pas/Pas de réponse 9
Ne s'applique pas 8

Q27

Dans votre seconde langue officielle, quelle compétence aimeriez-vous améliorer en priorité?

- Lecture..... 1
Communication écrite (p. ex. courriels, lettres, etc.) 2
Présentations écrites (p. ex. dossiers de présentation, etc.) 3
Communication orale (p. ex. discussions, etc.) 4
Présentations orales 5
Amélioration non requise 6
Ne sais pas/Pas de réponse 9
Ne s'applique pas 8

Q28

Quelle est la principale barrière à laquelle vous avez fait face en tentant d'améliorer l'autre langue officielle ?

- Aucune barrière 1
Manque d'argent 2
Charge de travail 3
Manque de soutien de la gestion... 4
Pas au courant des opportunités d'apprentissage disponibles 5
Ne sais pas/Pas de réponse 9
Ne s'applique pas 8

Q29

Au sein de ma direction générale/région, je mets en pratique mes connaissances et mes habiletés dans ma seconde langue officielle.

- Fréquemment... 1
Parfois..... 2
Rarement 3
Jamais 4
Ne sais pas/Pas de réponse 9 X
Ne s'applique pas 8

Q30

J'ai eu accès à de la formation linguistique payée par mon employeur au cours de ma carrière dans la fonction publique.

- Oui, de la formation linguistique à temps plein 1

Oui, de la formation linguistique à temps partiel	2	
Non, je n'ai pas eu accès à de la formation linguistique	3	X
Formation linguistique non requise	4	X
Ne sais pas/Pas de réponse	9	X
Ne s'applique pas	8	X

Q12

Est-ce que vous gérez une équipe d'employés ainsi que des ressources financières ?

Oui..... 1.....
 Non..... 2.....
 Ne sais pas/Pas de réponse 9.....

Q31

Cette partie du sondage est facultative. Vous pouvez identifier plus d'un groupe désigné. Les renseignements que vous fournissez sont confidentiels et ne seront utilisés que pour des fins d'analyse au niveau du ministère.

Oui..... 1.....
 Non..... 2.....
 Pas de réponse ... 3.....

Q31A

Êtes-vous un personne autochtone ?

Oui..... 1.....
 Non..... 2.....
 Pas de réponse ... 3.....

Q31B

Vous considérez-vous comme une personne ayant un handicap ?

Oui..... 1.....
 Non..... 2.....
 Pas de réponse ... 3.....

Q31C

Faites-vous partie d'un groupe de minorités visibles ?

Oui..... 1.....
 Non..... 2.....
 Pas de réponse ... 3.....

QEND

[EN][FR]

..... 1.....

QP1**Si... 0.EQ.1**

PRÉTEST Combien de minutes vous a-t-il fallu pour remplir le questionnaire ?

DE MINUTES -> AQP1; N2.0 [0-99]...1

QP2**Si... 0.EQ.1**

L'ordre des questions vous a-t-il semblé logique ?

Oui..... 1.....

Non, pourquoi ? -> AQP2; C250 L4 C40.2

QP3**Si... 0.EQ.1**

Compte tenu des questions posées, y a-t-il quoi que ce soit que nous ayons oublié? Si oui, de quoi s'agit-il ?

Oui -> AQP3; C250 L4 C40..... 1.....

Non..... 2.....

QP4**Si... 0.EQ.1**

Y a-t-il des questions, des expressions ou des catégories de réponse qui manquaient de clarté à vos yeux ? Si oui, quelles sont-elles et pourquoi étaient-elles confuses ?

Oui -> AQP4; C250 L4 C40..... 1.....

Non..... 2.....

THNK

Merci beaucoup d'avoir pris le temps de répondre à ce sondage.

THNK2

Vos réponses ont été recueillies, donc vous pouvez fermer votre navigateur.

APPENDIX B
SECTORS AND RESIDUALS

Sectors and Residual Combinations

Cultural Affairs Sector:

DG – Arts Policy
DG – Canadian Culture Online
DG – Film, Video and Sound Recording
DG – Publishing, Policy and Programming
ADM's Office
Cultural Affairs Residual
 Cultural Investment and Review
 Copyright Policy
 Strategic Planning and Coordination

Small branch:

Broadcasting

International and Intergovernmental Affairs Sector:

Sport Canada
DG - International Affairs

Small branches:

International and Intergovernmental Affairs Residual
 DG – Vancouver-Whistler 2010
 ADMs Office
DG – Planning and International Affairs
DG – Trade and Investment

Planning and Corporate Affairs Sector:

DG – Corporate Review
DG – Financial Management
DG – Knowledge, Information and Technology Services
Planning and Corporate Affairs Residual
 ADMs Office
 Corporate Planning

Public Affairs and Communications Sector:

DG – Communications
DG – Major Events and Celebrations
E-Services
Western region
Prairies/Northern region

Ontario region
Atlantic region
Quebec region
Public Affairs and Communications Residual
 ADMs Office
 DG – Management, Correspondence, and Regional Affairs

Citizenship and Heritage Sector:

DG – Aboriginal Issues
DG – Canadian Conservation Institute
DG – Can Heritage Information Net
DG – Citizen Participation and Promotion
DG – Multiculturalism and Human Rights
DG – Official Languages Support Services
Heritage Branch

Small branch:

ADM – Citizenship and Heritage

Direct Reports “Sector”:

DG – Corporate Secretariat
HRW – Human Resources and Workplace Management

Small branches:

Direct Reports Residual I
 DMO – Deputy Minister’s Office
 Minister’s Office
 Omb – Ombudsman
 ADV – Senior advisor
Direct Reports Residual II
 PA – Portfolio Affairs
 Leg – General counsel

APPENDIX C
HARMONIZED INDEX SCORES

Harmonized Index Scores

Although not used in the report, the index scores were harmonized in order to facilitate comparison and are presented below.

Table 11: Harmonized Index Scores: By Sector and Branch

	Harmonized LCI Score (0.77)	Harmonized BHCI Score (0.77)	Harmonized FPI Score (1.55)
Sector			
Direct Reports*	1.04	0.76	1.61
Cultural Affairs	0.88	0.88	1.60
Citizenship and Heritage	0.79	0.87	1.60
International and Intergovernmental Affairs	0.83	0.67	1.56
Planning and Corporate Affairs	0.98	1.01	1.56
Public Affairs and Communications	0.45	0.56	1.46
Branch			
Corporate Secretariat	1.00	0.87	1.50
Human Resources and Workplace Management	1.07	0.67	1.66
Arts Policy	1.27	0.25	1.83
Canadian Culture Online	0.66	0.56	1.40
Film, Video and Sound Recording	0.44	0.61	1.52
Publishing Policy and Programs	1.19	1.32	1.71
Cultural Affairs Residual*	0.84	0.94	1.41
Aboriginal Affairs	0.62	0.59	1.67
Canadian Conservation Institute	0.78	0.98	1.68
Canadian Heritage Information Network	0.88	0.84	1.53
Citizenship Participation and Promotion	1.18	1.32	1.82
Multiculturalism and Human Rights	0.38	0.63	1.56
Official Languages Support Programs	1.00	0.90	1.66
Heritage Branch	0.29	0.54	1.17
International Affairs	0.36	0.71	1.67
Sport Canada	1.05	0.37	1.62
Corporate Review	1.31	0.33	1.59
Financial Management	1.02	1.00	1.49
Knowledge, Information and Technology Services	1.00	1.29	1.61
Planning and Corporate Affairs Residual*	0.56	0.67	1.59
Communications	0.44	0.21	1.37
Major Events and Celebrations	0.19	0.08	1.52
E-Services	0.56	0.83	1.40
Public Affairs and Communications Residual*	0.41	0.69	1.41

	Harmonized LCI Score (0.77)	Harmonized BHCI Score (0.77)	Harmonized FPI Score (1.55)
Region			
Western	0.69	0.93	1.65
Prairies/Northern	0.59	0.37	1.58
Ontario	0.76	1.09	1.55
Atlantic	0.30	0.42	1.58
Quebec	0.03	0.23	1.05

* Shaded areas indicate unofficial sector/branch names created to ease analysis. See Appendix B for full list of branches included in these groups.