

# **Economists, Sociologists, Statisticians Recruitment and Development Program (ESRDP)**

Program Guide

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## ESRDP Graduating Class of 2002



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For more information, visit our Web site at [www.ccra-adrc.gc.ca/careers/search/esrdp-e.html](http://www.ccra-adrc.gc.ca/careers/search/esrdp-e.html).

## Introduction

This document provides a description of the Canada Customs and Revenue Agency (CCRA) ES Recruitment and Development Program (ESRDP). It outlines the overall nature of the Program, its key stages, and the roles and responsibilities of those involved.

## Policy

Through the ES Recruitment and Development Program, the CCRA attracts highly qualified graduates from universities across Canada, ensuring that those hired have both the knowledge and the ability to function effectively in positions of increasing complexity. The Program also provides training and development needed by these new recruits for assignments leading to further placement in the CCRA. An internal staffing process is conducted, concurrent with external recruitment, in order to ensure that career opportunities are made available to qualified employees of the CCRA who have the necessary experience or background to assume ES responsibilities or to advance in this field.

## Objective

The objective of the ESRDP is to select the best and brightest recent graduates in the fields of economics or statistics and to develop them to meet future organizational needs.

Participation in the ESRDP will span approximately two and one half years, during which time recruits will be introduced to the organization and will be given the opportunity to complete a series of diverse assignments. This enables them to acquire broad work experience and an enhanced understanding of the CCRA's objectives and how they can contribute to their attainment.

## Guidelines – Stages of the Program

### Intake

Annually, a recruitment team consisting of at least one director or senior manager from each of the units within the CCRA that have an ES population leads the intake process. The intent is not to staff particular ES vacancies at this time, but rather to ensure that as such vacancies arise, qualified candidates with a thorough knowledge of the organization will be available. Between late summer and the end of the fiscal year (April 1 to March 31), recruiters plan, organize, and conduct the recruitment, in conjunction with personnel centres across the country. Concurrently, a call letter is

issued internally to interested and qualified employees across the CCRA. Letters of offer are issued at the end of the interview process, and those who accept will report to their managers for work on dates that are mutually agreeable.

Recruits with an acceptable bachelor's degree are hired at the ES-01 level; those with a master's degree can enter the Program at the ES-02 level. Those with a doctorate could enter at the ES-03 level. All recruits receive annual salary increments as they proceed through assignments.

## Educational Requirements

For both the internal and external processes, the educational requirements can be found in Appendices B, D, and E.

## Employment Equity (EE)

As an equal opportunity employer, the Canada Customs and Revenue Agency is committed to achieving a skilled workforce that reflects the diversity of the Canadian population. Therefore, in some cases, Employment Equity (EE) may be used as placement criteria. In such cases, qualified candidates will be contacted prior to the placement stage and invited to self-identify if they wish to be considered as members of any of the EE designated groups.

## Notice

The external process is advertised through the Internet (including email), posters and literature, and at university campuses and placement offices across Canada. Career days aimed at marketing the CCRA and its jobs are held in various cities prior to job fairs.

Simultaneously, for the internal process, the intranet and the Internet (including email) releases, posters, personnel bulletins, and letters to directors are prepared and distributed to ensure that fair and adequate notice of the training and development opportunity is given to all employees of the CCRA.

## Work Location

All ESRDP assignments are located in the Ottawa area. Information handled may be highly sensitive, and linking at times into several databases may be required. For this reason and due to the highly valuable interaction with mentors, supervisors, ES colleagues, and clients in various agencies, departments, etc., the work is carried out in the National Capital Region (NCR).

## Assessment

On initial appointment, candidates from universities (external process) will possess various degrees of related experience through university work, summer employment, CO-OP programs, etc. Candidates from the CCRA internal process will have acquired, in addition, some on-the-job

experience and skills. The objective is to offer the same opportunity and apply the same criteria to both university and CCRA candidates. They will be assessed on the basis of individual merit and in conformity with the following:

### **Staffing Requirements – Knowledge**

- knowledge of the discipline, however acquired, in terms of both breadth and depth
- knowledge of current socio-economic issues, the information production process, and quantitative methods

### **Abilities**

- to analyze, in the sense of applying knowledge to actual or possible issues in the field of study
- to interpret quantitative information in relation to issues requiring analysis
- to have effective oral and written communication skills
- to use modern computerized tools in the task of analysis

### **Personal Suitability**

- initiative
- dynamism
- motivation
- tact
- judgment
- The ES recruitment team uses questions and a rating guide to assess the candidate's knowledge, abilities and personal suitability. These questions will cover an array of analytical frameworks in the economic, policy, statistical, and social domains.
- The test also assesses knowledge, abilities, and written communication skills. Those candidates who receive a pass mark (minimum of 60% on each area of the assessment criteria) will advance to the interview stage.

References and reliability checks will be obtained where appropriate.

### **Probation**

Successful candidates who are appointed from outside the Public Service will be on probation for the first twelve months of their participation in the Program. Candidates recruited from within the CCRA or other government departments who have already completed their probationary period will not be affected.

### **Assignment/Development**

Once hired, recruits are assigned a mentor (an experienced manager or practitioner) who will provide them with advice and guidance throughout the two and a half years of the Program. Recruits undertake a series of assignments which cover the first 30 or so months of their careers in the CCRA. The assignment phase exposes recruits to a variety of ES functions. These include economic, program and statistical research, surveying, modelling and analysis in

various subject-matter areas: business tax, customs, statistics, individual income tax, compliance, sales tax, policy and legislation, and federal/provincial interface. The length of individual assignments will vary from person to person but, ideally, these assignments will be diverse in nature and must span at least the following two subject-matter sectors, the Statistics Division and the Compliance Programs Branch. All recruits will complete a minimum of two assignments.

### **Professional Training**

As early as possible during the assignment period, all recruits receive orientation training. This training teaches the recruits about the overall organization, the economic, policy and program analysis activities, the compliance research role, and the business of statistical research, model design, development and conduct, through to the processing of results. It also provides an introduction to the techniques of effective analysis. Other professional courses required for on-the-job work will be made available to the recruits, as appropriate.

Except for training provided to all recruits by the ESRDP management team, all other training related to a specific assignment is provided at the discretion of the assignment supervisor/manager. Recruits are responsible for identifying their self-assessed learning needs with the assistance of their managers.

During the Program, participants will be given the opportunity to share what they have learned with one another.

### **Language Training**

Recruits who are not bilingual will, like all employees at the CCRA, eventually need to become proficient in the other official language if they intend to progress to supervisory or managerial positions. Language training will not be provided by the Program; however, a manager may approve an alternative form of educational assistance for language training (of short duration or after regular working hours).

### **Telework**

Operational requirements of the Program do not make telework a feasible option.

### **Advancement Within the Program**

#### **Assessment**

Promotions to positions at the ES-02 or ES-03 group and level are based on successful performance in complex assignments and completion of certain specific training programs.

Through experience and on-the-job training, recruits are given the opportunity to develop and acquire the requisite knowledge and skills in domains such as:

- data collection processes
- compliance research
- analytical studies

- micro-simulation
- development of income, business, and sales tax statistics
- modelling
- quantitative methods
- policy analysis
- sampling
- federal/provincial relations

At the ES-02 level, knowledge and skills in at least one of the above areas are required, and for the ES-03, in at least two of them.

At various intervals, recruits are assessed by the Promotions Committee that reviews their qualifications and relative degree of individual merit. This committee decides who is appointed in conformity with approved competencies and requirements for the ES-02 or ES-03 group and level. Consideration for promotion to higher level positions usually occurs according to pre-established time frames (see the section called “Promotions Committee” on this page).

Qualifications will also be assessed through reports prepared by the supervisor or manager. The Promotions Committee might also obtain feedback from mentors on the performance of the candidates. Other instruments, such as performance reviews, courses taken, and other academic credentials could be used to complement the assessment.

For employees moving from ES-01 to ES-02, particular attention is given to their ability to take on increasingly demanding responsibilities and to understand the full role of the CCRA in the wider context of government issues.

A factor of particular concern in the promotion of program participants from ES-02 to ES-03 is their degree of preparation and maturity to act in a responsible and professional manner, at a level that is considered operational by the CCRA. The recruits, as they advance, are given more professional responsibilities and assignments with increased complexities. The recruits are also required to conduct analysis in greater depth and are expected to work more independently, with less direction. By the time their assessment is written, most recruits will have already demonstrated their readiness through their performance.

Those recruits with advanced degrees who join the Program are expected to progress more rapidly through a minimum of two assignments. Those recruits with a doctorate entering the Program at the ES-03 level retain their group and level until graduation while receiving annual salary increments.

Progression through the Program may be affected by any extended absences.

## Graduation and Placement

On completion of the two and a half years (on average) development period, trainees will graduate from the ESRDP and be deployed to a continuing ES-03 position at the CCRA. Placement occurs through consultation between recruits and hiring managers, assisted as necessary by various agents (e.g., mentors, human resources staff). An ESRDP graduate competes for career opportunities beyond

the ES-03 group and level along with other CCRA employees or public servants in other federal departments and agencies.

## Graduation

To graduate from the Program and be assigned to a continuing ES-03 position, the recruit must have performed well at the ES-03 group and level by demonstrating a sound degree of responsibility and professionalism.

## Extended Departures

Participants who leave the Program before completing all required assignments can return if the reason for departure was maternity leave, illness, and similar reasons. However, participants who decide not to continue on their next assignment, for whatever reason, will cease to be in the Program.

## Unsuccessful Participation

Those recruits from outside the Public Service who are unsuccessful in the ESRDP within their first twelve months will be released while on probation. For internal and external recruits from within the Public Service who do not succeed within the first twelve months in the Program, all possible efforts will be made to place them elsewhere in the organization in positions that correspond to their qualifications.

## Roles and Responsibilities

The ESRDP management team is composed of the Intake Manager (and Recruitment Team), the Promotions Committee, the ESRDP Steering Committee, mentors, and the Program Director and staff. Supervisors/Managers of assignments contribute to the overall development of knowledge and skills of recruits.

### Intake Manager

The senior manager responsible for an intake manages the ESRDP through its various stages. This involves overseeing the annual recruitment campaign.

### ES Recruitment Team

The ES Recruitment Team manages a program intake.

The criteria the team applies include completion of a university degree with concentration in any branch of economics, sociology, statistics, or any other related discipline consisting of a minimum of five full courses in economics, statistics, or sociology.

### Promotions Committee

The Promotions Committee reviews and approves proposals for promotion up to and including the ES-03 level. Supervisors and managers are required to submit a written assessment of the recruit’s qualifications with each proposal. The Promotions Committee may seek feedback from the mentors.

Relevant factors include the recruit’s experience, application of skills and knowledge on assignments, personal initiative, and productivity. Recruits will normally progress within the Program as follows:

Group/Level	Average Length of Assignment
ES-01	9 to 12 months
ES-02	9 to 12 months
ES-03	9 to 12 months

Candidates with a master’s degree may enter the Program at the ES-02 level; those with a Ph.D. could enter the Program at the ES-03 level. A candidate’s qualifications at entry point could affect overall length of participation in the Program.

The Promotions Committee will be assisted as necessary by advisors from the Human Resources Branch.

## Mentor

Mentorship is an important part of the ESRDP.

Mentors follow the recruits throughout their development, advising on assignments, reviewing progress and providing feedback (on request) to supervisors/managers and the Promotions Committee on participant needs.

The mentor performs the role of advisor. Due to the wide range of characteristics of the participants in the Program (education, experience, strengths, and limitations, etc.), not all recruits will require the same level of attention and guidance. The role of each mentor will be determined by the personalities, availability, and needs of the individuals involved. However, the mentor plays the leadership role in becoming familiar with the professional needs of the recruit through regular and frequent communications. In cases where problems arise, the mentor exercises personal initiative in resolving them.

Mentors involve themselves immediately in the recruit’s development, as it is usually during the first assignment that the attitudes, values, and opinions of the recruit regarding the CCRA and the work environment are formed. The mentors guide the recruits regarding ongoing training needs and provide input (on request) relating to their promotability.

All mentors are expected to participate in training/orientation programs provided by the CCRA.

## Role of the Supervisor/Manager

Supervisors and assignment managers in the CCRA play a particularly important role by providing assignments for the recruits. They are the main source of direction and feedback available to recruits during their development period.

The supervisor/manager must ensure that recruits know the nature and value of their contribution. Thus, the purpose of the recruit’s assignment and its place in the Program should be clearly explained at the outset. As the assignment progresses, the assignment manager should provide ongoing supervision and feedback with regard to the work undertaken. Performance assessments and recommendations for promotion are supplied by hosting managers.

Since the assignments are also intended to improve the recruit’s overall familiarity with the CCRA, the host manager/supervisor is expected to explain the organization’s activities, how they link to initiatives within the CCRA, within other parts of the Public Service, and with provincial, territorial, and other undertakings.

Supervisors/ Assignment Managers and ESRDP management will monitor the progress of recruits and participate actively in resolving any problems or issues that may arise. The supervisor or manager will submit a written assessment of the recruit’s performance to the Human Resources Branch; this assessment will be a key input to the review process conducted by the Promotions Committee.

## Recruit

While in the Program, recruits are asked to develop an Individual Learning Plan (ILP) to facilitate achievement of career goals. ILPs are prepared and updated regularly with the assistance of assignment managers and mentors. The assignments carried out by recruits provide them with the opportunity to attain their career goals by giving recruits exposure to relevant subject matter and helping them initiate and develop working relations across various organizational units. Strategies for continuous learning and on-the-job training and development opportunities all contribute to attainment of personal goals. Recruits should give serious consideration to developing their own clear understanding of the direction they would like their development to take.

For maximum effectiveness, recruits should make best use of the opinions of their supervisor/managers and mentors at all times, seeking advice on available options, career development, and training within the CCRA. They must also inform their mentor about the progress/problems with respect to any assignments or with regard to their development overall.

## Appendix A – Job Summary for ES-01 Recruitment Position

<b>Summary</b>	<p>This is a recruitment and learning level for employees involved in economic, social, policy, and statistical research and analysis concerning CCRA data. There will be a requirement to gather and evaluate information for studies and surveys, and to set up procedures for the collection and analysis of data. Assignments will be given with the purposes, objectives, and sources of information indicated. The work will be checked for adherence to instructions and progress and final results will be reviewed for completeness, thoroughness, and validity of conclusions. Increasingly complex work will be assigned as the employee shows progress.</p>
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## Appendix B – Statement of Staffing Requirements for ES-01 Recruitment Position

<b>Education</b>	<ul style="list-style-type: none"> <li>■ Graduation with a degree from a recognized university with acceptable specialization in economics, sociology, statistics, or a related discipline.</li> <li>■ An acceptable specialization must include at least five full courses in economics, sociology, or statistics, or the recruit must be able to demonstrate an acceptable combination of courses and work experience.</li> </ul>
<b>Language Proficiency</b>	<ul style="list-style-type: none"> <li>■ Unilingual English or bilingual imperative.</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>■ Knowledge of the theories and principles of economics, sociology, statistics, or a related social science;</li> <li>■ Knowledge of quantitative analytical techniques; and</li> <li>■ Knowledge of analytical software for microcomputers.</li> </ul>
<b>Abilities</b>	<ul style="list-style-type: none"> <li>■ Ability to analyze socio-economic data and to identify trends and issues represented by the data; and</li> <li>■ Ability to communicate effectively.</li> </ul>
<b>Personal Suitability</b>	<ul style="list-style-type: none"> <li>■ Initiative, motivation, tact, and judgment.</li> </ul>



## Appendix C – Job Summary for ES-02 and ES-03 Recruitment Positions

<p><b>Summary</b></p>	<p>These positions are to be used for employees hired through the ES Recruitment and Development Program within CCRA during their training and development period. Assignments may involve any or all of the general functions described herein. The incumbent at the ES-02 level performs the same duties as the ES-03 incumbent but requires more direct supervision and guidance from the supervisor. As well, the employee at the ES-02 level selects and applies existing methods whereas the ES-03 employee is required to adapt existing methods and develop new ones.</p>
<p><b>Duties</b></p>	<p>Conducts economic, social policy or statistical analysis or interpretation of data collected for annual reports, special reports, and ad hoc requests by:</p> <ul style="list-style-type: none"> <li>■ gathering relevant data and information from a variety of internal and external sources;</li> <li>■ studying concepts employed to ensure that they reflect sound social, statistical, and economic principles, and reconciling estimates obtained from various surveys;</li> <li>■ selecting and applying appropriate statistical, and/or social, and economic methods of analysis to the data, or modifying and developing existing/new methods;</li> <li>■ applying knowledge of a subject to the interpretation of data;</li> <li>■ designing graphs and tables; and</li> <li>■ providing interpretations and preparing reports in textual form for internal and external distribution.</li> </ul> <p>Provides technical advice and consultative services to data suppliers and users by:</p> <ul style="list-style-type: none"> <li>■ explaining to users the availability, suitability, and limitations of individual measures;</li> <li>■ providing data interpretations and advice on concepts and definitions used and on specific limitations of individual measures;</li> <li>■ bringing to the attention of respondents, irregularities, discrepancies, and new information requests; and</li> <li>■ clarifying with (and for) respondents, through correspondence and visits, their status on reporting and the accuracy of their reports.</li> </ul> <p>Participates as a project team member in the development and evaluation of methodology used in the collection, compilation, publication, and dissemination of data by:</p> <ul style="list-style-type: none"> <li>■ reviewing existing methods and procedures, assessing their effectiveness, identifying shortcomings and inconsistencies, and investigating and proposing improvements;</li> <li>■ recommending to senior analysts methods of classification and historical continuity requirements in order to ensure the production of economic, social, policy, and statistical information, providing a proper comparative basis for logical continuity and comprehensiveness of data; and</li> <li>■ assuming responsibility for specific tasks within the project team and, when requested by superiors, acting as project manager for small projects or studies, special surveys, and special requests.</li> </ul>

## Appendix D – Statement of Staffing Requirements for ES-02 Recruitment Position

<b>Education</b>	<ul style="list-style-type: none"> <li>■ Graduation with a degree from a recognized university with acceptable specialization in economics, sociology, statistics, or a related discipline.</li> <li>■ An acceptable specialization must include at least five full courses in economics, sociology, or statistics, or the recruit must be able to demonstrate an acceptable combination of courses and work experience.</li> </ul>
<b>Language Proficiency</b>	<ul style="list-style-type: none"> <li>■ Unilingual English or bilingual imperative.</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>■ Experience in conducting research in the relevant field of specialization (e.g., statistical and/or economic data analysis).</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>■ Knowledge of the theories and principles of economics, sociology, statistics, or a related social science;</li> <li>■ Knowledge of quantitative analysis techniques;</li> <li>■ Knowledge of analytical software for micro computers; and</li> <li>■ Knowledge of government socio-economic policies and the issues pertaining to them.</li> </ul>
<b>Abilities</b>	<ul style="list-style-type: none"> <li>■ Ability to analyze socio-economic data and to identify trends and issues represented by the data;</li> <li>■ Ability to summarize and describe the meaning of data; and</li> <li>■ Ability to communicate effectively.</li> </ul>
<b>Personal Suitability</b>	<ul style="list-style-type: none"> <li>■ Initiative, motivation, tact and judgment.</li> </ul>

## Appendix E – Statement of Staffing Requirements for ES-03 Recruitment Position

<b>Education</b>	<ul style="list-style-type: none"> <li>■ Graduation with a degree from a recognized university with acceptable specialization in economics, sociology, statistics, or a related discipline.</li> <li>■ An acceptable specialization must include at least five full courses in economics, sociology or statistics, or the recruit must be able to demonstrate an acceptable combination of courses and work experience.</li> </ul>
<b>Language Proficiency</b>	<ul style="list-style-type: none"> <li>■ Unilingual English or bilingual imperative.</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>■ Experience in initiating and conducting research, and in reporting and presenting research findings in the economics, sociology, statistics, or related disciplines.</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>■ Knowledge of the theories and principles of economics, sociology, statistics, or a related social science;</li> <li>■ Knowledge of quantitative analysis techniques;</li> <li>■ Knowledge of analytical software for microcomputers;</li> <li>■ Knowledge of government socio-economic policies and the issues pertaining to them; and</li> <li>■ Knowledge of the structure and performance of the Canadian economy.</li> </ul>
<b>Abilities</b>	<ul style="list-style-type: none"> <li>■ Ability to analyze socio-economic data and to identify trends and issues represented by the data;</li> <li>■ Ability to summarize and describe the meaning of data;</li> <li>■ Ability to communicate effectively; and</li> <li>■ Ability to write briefing notes and reports documenting socio-economic analysis.</li> </ul>
<b>Personal Suitability</b>	<ul style="list-style-type: none"> <li>■ Initiative, motivation, tact and judgment.</li> </ul>