



Public Service Human Resources  
Management Agency of Canada

Agence de gestion des ressources humaines  
de la fonction publique du Canada



# GUIDE

for the preparation of the  
Annual Review on Official Languages  
2005-2006



Canada

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## **Background**

In accordance with section 48 of the *Official Languages Act (OLA)*, a report on the status of the federal government's Official Languages Program (OLP) (Parts IV, V and VI of the *OLA*) in all institutions subject to the *OLA* must be tabled in Parliament each year.

The information provided by your institution will be used to write the report, analyse your performance and respond to various requests concerning official languages that the Official Languages Branch (OLB) of the Public Service Human Resources Management Agency of Canada (PSHRMAC) may receive. This information could also be subject to specific follow-ups, such as an audit, or be included in the annual report.

Two years ago, the OLB began implementing its new monitoring model to more closely follow the status of the OLP in institutions and ensure compliance with the new accountability requirements. It is in this context that we have asked you over the past two years to provide us with one or the other of the two types of reviews (full or quantitative) that were in use. As a general rule, your institution has had to submit the same type of review for those two years.

The OLB, in its continuing efforts to strengthen monitoring during fiscal year 2005-2006, has completely redesigned the full review template to make it truly results-based, thus enabling the institutions to assess their achievement of results and report on those results to PSHRMAC in accordance with the monitoring and reporting requirements contained in Treasury Board policies. In addition, a third and final type of review has been designed. Therefore, there are now three types of reviews: full reviews, quantitative reviews and targeted reviews—with the targeted reviews being designed to gather information on very specific aspects of the OLP. You will find special instructions for the three types of reviews on pages vii, viii and ix of this guide.

## **General Information**

Please use the template that was sent directly to the person responsible for official languages in your institution. Only the template for the full review will be available as a model, at the OLLO Web site address below, under "Publications and Guides":

[http://www.hrma-agrh.gc.ca/ollo/index-sm\\_e.asp](http://www.hrma-agrh.gc.ca/ollo/index-sm_e.asp) or [http://publiservice.hrma-agrh.gc.ca/ollo/index-sm\\_e.asp](http://publiservice.hrma-agrh.gc.ca/ollo/index-sm_e.asp).

Please note that when the cursor is placed over the terms that are double underlined in your template and in the guide, the definition of the term from Appendix 1 appears on the screen.

This year, human resources management as a means of providing more effective service to the public will be a key theme in the annual report, and the good practices and initiatives implemented by institutions in this area will be emphasized. Please note that the examples and good practices provided could be highlighted as innovative initiatives and could thus receive special mention in the annual report or be posted on the OLLO Web site.

Since the annual review is one of the major tools used to report on official languages, it should be of particular focus. The review should provide both **an analysis and a synthesis**, while containing enough information to allow a genuine performance assessment.

In an effort to save time in the preparation of the annual report, and in accordance with the notice sent in November 2005, we would ask that the person responsible for official languages in your institution **send an advance copy of your good practices to your portfolio officer at the OLB by March 1, 2006**. The review, duly completed and signed by the deputy head (deputy minister or chief executive officer), must be forwarded **to the OLB by Tuesday, April 18, 2006**.

The annual review is a public document and, accordingly, must be provided in both official languages.

Please send a copy of your annual review to the following:

1. Ms. Diana Monnet  
Vice-President  
Official Languages Branch  
Public Service Human Resources Management Agency of Canada  
7<sup>th</sup> Floor, West Tower, L'Esplanade Laurier  
300 Laurier Avenue West  
Ottawa, Ontario K1A 0R3

2. Dr. Dyane Adam  
Commissioner of Official Languages  
Office of the Commissioner of Official Languages  
Canada Building  
344 Slater Street  
Ottawa, Ontario K1A 0T8
  
3. Mr. Jérôme Moisan  
Director General, Official Languages  
Privy Council Office  
Suite 2132, 21st floor  
66 Slater Street  
Ottawa, Ontario K1A 0A3
  
4. Mr. Mark D'Amore  
Clerk  
House of Commons Standing Committee on Official Languages  
House of Commons of Canada  
Room 620, Wellington Building  
180 Wellington Street  
Ottawa, Ontario K1A 0A6
  
5. Mrs. Gaëtane Lemay  
Clerk  
Senate Standing Committee on Official Languages  
Senate of Canada  
Room 1051, Chambers Building  
40 Elgin Street  
Ottawa, Ontario K1A 0A4

### ***SPECIAL INSTRUCTIONS FOR THE FULL REVIEWS***

The template for the full review now consists of two parts. Part A is a self-assessment grid, which provides you with the data you need to diagnose the implementation of the Official Languages Program in your institution. Part B is a report that presents your institution's performance in relation to official languages. This guide has been designed to help you prepare your annual review more effectively. **Please follow the instructions in this guide throughout the preparation of your annual review.**

**If Treasury Board is the employer for your institution**, please verify the enclosed statistical appendices and, where necessary, make the necessary corrections in the computer systems before March 31, 2006. **If Treasury Board is not the employer for your institution**, please complete the enclosed Official Languages Information System (OLIS II) statistical appendices and attach them to your review.

Any institution could be held accountable for its annual review, such as in the context of an audit or monitoring exercise, or be required to defend its official languages performance before a parliamentary committee. Consequently, **your annual review (Parts A and B) must be based on tangible, verifiable facts. We would also ask you to keep a copy of the review on file for monitoring and audit purposes.**



### **SPECIAL INSTRUCTIONS FOR THE TARGETED REVIEWS**

Given that your institution has submitted at least one full review in the past five years and that it does not seem to be experiencing any major difficulties in the area of official languages, it was decided that this year you should submit a targeted review.

Because the targeted review deals with one or more very specific topics, various templates exist. Please ensure that you use the one that was sent to your institution.

Depending on the topics being dealt with, your template may contain two documents, one for Part A and one for Part B. Part A contains one or more of the blocks from the *Self-Assessment Grid on the Implementation of the Official Languages Program*, providing you with the information you need to complete your review. Part B is a report focusing on the topics at issue. If your template does not contain the headings "Part A" and "Part B," it simply means that the *Self-Assessment Grid on the Implementation of the Official Languages Program* does not focus on the topics of relevance to you.

This guide was designed to help you prepare your annual review more effectively. Please complete your template using the guide, referring in particular to the sections and items indicated in the template.

**If Treasury Board is the employer for your institution**, please verify the enclosed statistical appendices and, where necessary, make the necessary corrections in the computer systems before March 31, 2006. **If Treasury Board is not the employer for your institution**, please complete the enclosed Official Languages Information System (OLIS II) statistical appendices and attach them to your review.

It should be noted that any institution could be required to defend its official languages performance before a parliamentary committee. Therefore, we strongly encourage you to use the new *Self-Assessment Grid on the Implementation of the Official Languages Program*, located on the OLLO Web site ([http://www.hrma-agrh.gc.ca/ollo/index-sm\\_e.asp](http://www.hrma-agrh.gc.ca/ollo/index-sm_e.asp) or [http://publiservice.hrma-agrh.gc.ca/ollo/index-sm\\_e.asp](http://publiservice.hrma-agrh.gc.ca/ollo/index-sm_e.asp)), to assess your achievement of results relating to the monitoring and reporting requirements contained in the Treasury Board policies.

### ***SPECIAL INSTRUCTIONS FOR THE QUANTITATIVE REVIEWS***

Given that your institution has submitted at least one full review during the past five years and that it does not seem to have any specific problems or, at least, any problems identified are being properly resolved, it was decided that this year you should submit a quantitative review.

This guide was designed to help you prepare your annual review more effectively. Please complete the quantitative review template sent to your institution using this guide, referring in particular to the sections and items indicated in the template.

**If Treasury Board is the employer for your institution**, please verify the enclosed statistical appendices and, where necessary, make the necessary corrections in the computer systems before March 31, 2006. **If Treasury Board is not the employer for your institution**, please complete the enclosed Official Languages Information System (OLIS II) statistical appendices and attach them to your review.

It should be noted that any institution could be required to defend its official languages performance before a parliamentary committee. Therefore, we strongly encourage you to use the new *Self-Assessment Grid on the Implementation of the Official Languages Program*, located on the OLLO Web site ([http://www.hrma-agrh.gc.ca/ollo/index-sm\\_e.asp](http://www.hrma-agrh.gc.ca/ollo/index-sm_e.asp) or [http://publiservice.hrma-agrh.gc.ca/ollo/index-sm\\_e.asp](http://publiservice.hrma-agrh.gc.ca/ollo/index-sm_e.asp)), to assess your achievement of results relating to the monitoring and reporting requirements contained in the Treasury Board policies.

## ***INSTRUCTIONS FOR PART A – SELF-ASSESSMENT GRID ON THE IMPLEMENTATION OF THE OFFICIAL LANGUAGES PROGRAM***

### **BLOCK 1 – COMMUNICATIONS WITH AND SERVICES TO THE PUBLIC IN BOTH OFFICIAL LANGUAGES**

Measure your institution's performance in the area of communications with and services to the public in both official languages by checking the appropriate measure (always, often, sometimes, never, not applicable) in the right-hand column. If you check not applicable, specify why the measurement criterion does not apply. At the last criterion, indicate the number of complaints regarding communications with and services to the public that the Office of the Commissioner of Official Languages has deemed to be well-founded during the year.

### **BLOCK 2 – LANGUAGE OF WORK**

Measure your institution's performance in the area of language of work in regions designated as bilingual by checking the appropriate measure (always, often, sometimes, never, not applicable) in the right-hand column. If you check not applicable, specify why the measurement criterion does not apply. At the last criterion, indicate the number of complaints regarding language of work that the Office of the Commissioner of Official Languages has deemed to be well-founded during the year. Repeat for language of work in unilingual regions.

### **BLOCK 3 – HUMAN RESOURCES MANAGEMENT**

Measure your institution's performance in the area of human resources management by providing the requested statistics and checking the appropriate measure (always, often, sometimes, never, not applicable) in the right-hand column. If you check not applicable, specify why the measurement criterion does not apply. It should be noted that the section on specific data concerns only those institutions subject to the various directives mentioned (see [Appendix 2](#) to find out whether your institution is subject to these directives).



## ***INSTRUCTIONS FOR PART B – REPORT ON YOUR INSTITUTION'S OFFICIAL LANGUAGES PERFORMANCE***

### **1 INSTITUTIONAL GOVERNANCE OF THE OFFICIAL LANGUAGES PROGRAM**

#### **1.1 Leadership**

**It is suggested that item 1.1 be completed by a member of the management committee.**

##### 1.1.1 Activities Carried Out in 2005-2006

Briefly describe the activities carried out in 2005-2006 in the area of leadership, explaining how these activities will help you attain the targeted objectives indicated in the template.

More specifically, deal with all the following points:

- Activities carried out by the deputy head (deputy minister or chief executive officer) as the person ultimately responsible for the application of the *OLA* in your institution, for example, personally signing the annual review, incorporating official languages as a permanent agenda item for your institution's management committee, and holding regular meetings with the champion.
- Participation of the champion and co-champion in the work of the network of champions, the frequency with which they meet the person responsible for official languages, and the activities that they have carried out to: i) increase the awareness of and influence your institution's management committee with regard to official languages; ii) enhance the visibility of official languages; iii) promote official languages and maximize their use; and iv) optimize governance of official languages. For more information on this topic, please consult the *Official Languages Champions* pamphlet at [http://publiservice.hrma-agrh.gc.ca/ollo/champions/min-cr/Champions\\_e.pdf](http://publiservice.hrma-agrh.gc.ca/ollo/champions/min-cr/Champions_e.pdf).
- Activities carried out by senior executives to make their employees aware of official languages and to attain the objectives of the OLP.
- Activities carried out by the institution's management committee to incorporate official languages into its strategic planning, for example, designating a team mandated to follow current developments in the application of the *OLA* in your institution and follow up on criticisms made in the media, and integrating an official languages component into the activities of the internal audit unit.

##### 1.1.2 Activities Planned for 2006-2007

On the basis of the targeted objectives indicated in the template, briefly describe the activities planned for 2006-2007.

### 1.1.3 Good Practices

Where appropriate, briefly describe the good practices put in place that are indicative of the leadership exercised.

## 1.2 **Management of Official Languages Information**

### 1.2.1 Activities Carried Out in 2005-2006 in Reaction to the Follow-Ups and Comments Included in the OLB's Response to Your 2004-2005 Review

Where appropriate, briefly describe the measures taken in reaction to the "Follow-Ups Required" or "Specific Comments" concerning information management that the OLB included in its response to your 2004-2005 review.

### 1.2.2 Other Activities Carried Out in 2005-2006

On the basis of the targeted objective indicated in the template, briefly describe the other activities carried out in 2005-2006 with regard to the management of official languages information, explaining how these activities will help you attain the targeted objective.

More specifically, deal with all the following points:

#### **INSTITUTIONS FOR WHICH TREASURY BOARD IS THE EMPLOYER**

- Regular updating of the Position and Classification Information System (PCIS) in accordance with the *Departmental Guide* ([http://www.hrma-agrh.gc.ca/hr-rh/hrtr-or/hr\\_3i/pcis\\_e.asp](http://www.hrma-agrh.gc.ca/hr-rh/hrtr-or/hr_3i/pcis_e.asp)), incorporation of office codes into the PCIS, consideration of error reports and timely correction of errors in the PCIS.
- Regular updating of Burolis so that it reflects the application of the *Official Languages (Communications with and Services to the Public) Regulations*.

#### **INSTITUTIONS FOR WHICH TREASURY BOARD IS NOT THE EMPLOYER**

- Regular updating of your institutional information system on official languages, and forwarding, with the Annual Review, of the Official Languages Information System (OLIS II) tables, duly completed and enclosed with the call letter.
- Regular updating of Burolis so that it reflects the application of the *Official Languages (Communications with and Services to the Public) Regulations*.

### 1.2.3 Activities Planned for 2006-2007

On the basis of the targeted objective indicated in the template, briefly describe the activities planned for 2006-2007 to maintain or improve the management of official languages information.

### 1.2.4 Good Practices

Where appropriate, briefly describe the good practices put in place regarding the management of official languages information.

## 2 IMPLEMENTATION OF THE OFFICIAL LANGUAGES PROGRAM

### 2.1 Communications with and Services to the Public in Both Official Languages

#### 2.1.1 Diagnosis

On the basis of both the targeted objective indicated in the template and Block 1 of the *Self-Assessment Grid*, make a diagnosis of your institution's performance with regard to communications with and services to the public in both official languages.

More specifically, deal with all the following indicators (**see the *Self-Assessment Grid* for more information on the measurement criteria for these indicators**):

- Availability, simultaneity, comparability and quality of the communications and services offered to the public in both official languages by offices designated as bilingual (Indicator 1, Block 1 of the *Self-Assessment Grid*);
- Active offer of communications and services to the public in both official languages in offices designated as bilingual (Indicator 2, Block 1 of the *Self-Assessment Grid*);
- Signage that includes words, written notices and standardized public announcements, both inside and outside offices, regarding the health, safety or security of members of the public (Indicator 3, Block 1 of the *Self-Assessment Grid*);
- Communications and services offered in both official languages in the context of events of national or international scope open to the public (Indicator 4, Block 1 of the *Self-Assessment Grid*);
- Respect of linguistic obligations by third parties acting on behalf of offices designated as bilingual (Indicator 5, Block 1 of the *Self-Assessment Grid*);
- Use of media to communicate with the public in the official language of its choice (Indicator 6, Block 1 of the *Self-Assessment Grid*);
- Availability, simultaneity, comparability and quality of the English and French versions of Web sites of offices designated as bilingual (Indicator 7, Block 1 of the *Self-Assessment Grid*);

- Availability, simultaneity, comparability and quality of the electronic communications issued to the public in both official languages (Indicator 8, Block 1 of the *Self-Assessment Grid*);
- Complaints deemed by the Office of the Commissioner of Official Languages to be well-founded with regard to communications with and services to the public in both official languages (Indicator 9, Block 1 of the *Self-Assessment Grid*);
- Meeting of deadlines for the compliance review of the *Official Languages (Communications with and Services to the Public) Regulations* (there is no indicator on that subject in the *Self-Assessment Grid*).

**Ensure that your diagnosis is as sound as possible and that it is based on tangible, verifiable facts.**

#### 2.1.2 Performance Measurement Mechanisms

On the basis of the data in the duly completed self-assessment grid, briefly describe the performance measurement mechanisms in place in response to the monitoring and reporting requirements contained in the relevant policy instruments to help you take the true measure of your institution's performance with regard to this part of the Act.

#### 2.1.3 Activities Carried Out in 2005-2006 in Reaction to the Follow-Ups and Comments Included in the OLB's Response to Your 2004-2005 Review

Where appropriate, briefly describe the measures taken in reaction to the "Follow-Ups Required" or "Specific Comments" concerning communications with and services to the public that the OLB included in its response to your 2004-2005 review.

#### 2.1.4 Other Activities Carried Out in 2005-2006 and Immediate Results

Briefly describe the other activities carried out in 2005-2006 to improve or maintain communications with and services to the public in both official languages (e.g., active offer, signage, Web site, use of media), then specify the immediate results thus obtained.

#### 2.1.5 Activities Planned for 2006-2007

On the basis of the targeted objective indicated in the template, the data in the duly completed *Self-Assessment Grid* and your own diagnosis, briefly describe the activities planned for 2006-2007 to improve communications with and services to the public in both official languages or remedy any shortcomings noted in this regard.

### 2.1.6 Good Practices

Briefly describe the good practices put in place with regard to communications with and services to the public in both official languages.

## 2.2 Language of Work

### 2.2.1 Diagnosis

On the basis of both the targeted objectives indicated in the template and Block 2 of the *Self-Assessment Grid*, make a diagnosis of your institution's performance with regard to the use of both official languages in the work place.

More specifically, deal with all the following indicators (**see the *Self-Assessment Grid* for more information on the measurement criteria of these indicators**):

#### General

- Filing of grievances in employees' preferred official language (Indicator 1a, General Information portion of Block 2 in the *Self-Assessment Grid*);
- Accessibility of work instruments in both official languages for employees who provide bilingual services (Indicator 1b, General Information portion of Block 2 in the *Self-Assessment Grid*);
- Compliance with the three conditions for controlled-access sites (Indicator 1c, General Information portion of Block 2 in the *Self-Assessment Grid*);
- Complaints deemed by the Office of the Commissioner of Official Languages to be well-founded with regard to language of work (Indicator 2, Bilingual Designated Regions portion of Block 2 in the *Self-Assessment Grid*).

#### Regions Designated as Bilingual for Language-of-Work Purposes

- Creation and maintenance of a work environment that is conducive to the use of both official languages (Indicator 1, Bilingual Designated Regions portion of Block 2 in the *Self-Assessment Grid*);
- Availability, simultaneity, comparability and quality of the English and French versions of Web sites intended for employees (Indicator 2, Bilingual Designated Regions portion of Block 2 in the *Self-Assessment Grid*);
- Respect of obligations regarding controlled-access sites (Indicator 3, Bilingual Designated Regions portion of Block 2 in the *Self-Assessment Grid*);
- Availability, simultaneity, comparability and quality of the electronic communications issued to employees (Indicator 4, Bilingual Designated Regions portion of Block 2 in the *Self-Assessment Grid*).



### Unilingual Regions

- Language of work (Indicator 1, Unilingual Regions portion of Block 2 in the *Self-Assessment Grid*);
- Web sites intended for employees (Indicator 2, Unilingual Regions portion of Block 2 in the *Self-Assessment Grid*);
- Controlled-access sites (Indicator 3, Unilingual Regions portion of Block 2 in the *Self-Assessment Grid*).

**Ensure that your diagnosis is as sound as possible and that it is based on tangible, verifiable facts.**

#### 2.2.2 Performance Measurement Mechanisms

On the basis of the data in the duly completed self-assessment grid, briefly describe the [performance measurement mechanisms](#) in place in response to the monitoring and reporting requirements contained in the relevant policy instruments to help you take the true measure of your institution's performance with regard to this part of the Act.

#### 2.2.3 Activities Carried Out in 2005-2006 in Reaction to the Follow-Ups and Comments Included in the OLB's Response to Your 2004-2005 Review

Where appropriate, briefly describe the measures taken in reaction to the "Follow-Ups required" or "Specific Comments" concerning language of work that the OLB included in its response to your 2004-2005 review.

#### 2.2.4 Other Activities Carried Out in 2005-2006 and Immediate Results

Briefly describe the other activities carried out in 2005-2006 to improve or maintain the use of both official languages in the work place (e.g., information and awareness sessions), then specify the [immediate results](#) thus obtained.

#### 2.2.5 Activities Planned for 2006-2007

On the basis of the [targeted objectives](#) indicated in the template, the data in the duly completed *Self-Assessment Grid* and your own [diagnosis](#), briefly describe the activities planned for 2006-2007 to improve the use of both official languages in the work place or remedy any shortcomings noted in this regard.

### 2.2.6 Good Practices

Briefly describe the [good practices](#) put in place to improve the use of both official languages in the work place.

## 2.3 Human Resources Management

### 2.3.1 [Diagnosis](#)

On the basis of both the [targeted objectives](#) indicated in the template and Block 3 of the *Self-Assessment Grid*, make a [diagnosis](#) of your institution's performance with regard to human resources management for official languages.

More specifically, deal with all the following points:

- The linguistic capacity of your institution;
- Description of the methods in place to objectively establish the language requirements of bilingual positions;
- Description of the processes in place to ensure that bilingual positions are normally staffed by candidates who are already bilingual (imperative staffing);
- Description of the administrative measures taken to ensure the fulfilment of the bilingual functions of positions held by employees who do not meet the requirements of their positions;
- Accessibility of language training to help employees meet the language requirements of their positions;
- Accessibility of language training for the career advancement of employees;
- Description of learning retention activities;
- Equitable Participation of the two official language communities within your institution;

**Note: It is not possible to reserve positions or functions for one or other of the two communities or to set quotas in terms or target numbers to ensure better participation of both communities.**

- Complaints deemed by the Office of the Commissioner of Official Languages to be well-founded with regard to human resources management for official languages.

**Ensure that your diagnosis is as sound as possible and that it is based on tangible, verifiable facts.**

### 2.3.2 Performance Measurement Mechanisms

On the basis of the data in the duly completed self-assessment grid, briefly describe the [performance measurement mechanisms](#) in place in response to the monitoring and reporting requirements contained in the relevant policy instruments to help you take the true measure of your institution's performance with regard to human resources management.

### 2.3.3 [Activities Carried Out in 2005-2006 in Reaction to the Follow-Ups and Comments Included in the OLB's Response to Your 2004-2005 Review](#)

Where appropriate, briefly describe the measures taken in reaction to the "Follow-Ups Required" or "Specific Comments" concerning human resources management that the OLB included in its response to your 2004-2005 review.

### 2.3.4 [Other Activities Carried Out in 2005-2006](#)

Briefly describe the other activities carried out in 2005-2006 to improve or maintain human resources management, then specify the [immediate results](#) thus obtained.

### 2.3.5 [Activities Planned for 2006-2007](#)

On the basis of the [targeted objectives](#) indicated in the template, the data in the duly completed *Self-Assessment Grid* and your [diagnosis](#), briefly describe the activities planned for 2006-2007 to improve or maintain human resources management or remedy any shortcomings noted in this regard.

### 2.3.6 [Good Practices](#)

Briefly describe the [good practices](#) put in place with regard to human resources management.

## 2.4 Costs of Language Training

### 2.4.1 [Activities Carried Out in 2005-2006](#)

On the basis of the [targeted objective](#) indicated in the template, briefly describe the activities carried out in 2005-2006 to capture information on the [costs of language training](#), explaining how these activities will help you attain the [targeted objective](#).

#### 2.4.2 Activities Planned for 2006-2007

On the basis of the [targeted objective](#) indicated in the template, briefly describe the activities planned for 2006-2007 to maintain or improve the mechanisms designed to capture information on the [costs of language training](#).

**Institutions subject to the *Directive on Language Training and Learning Retention* that are required to submit a targeted or quantitative review but not required to complete Block 3 of the *Self-Assessment Grid* must provide the requested statistical data in the template (see [Appendix 2](#) of this guide to find out whether your institution is subject to this directive).**

### 3 MONITORING OF THE OFFICIAL LANGUAGES PROGRAM

#### 3.1 Public Satisfaction

##### 3.1.1 [Nature of Activities](#)

Briefly describe the activities carried out in 2005-2006 to measure the satisfaction of the public regarding the availability and quality of the services offered in both official languages by your institution (e.g., surveys, internal complaint resolution system).

##### 3.1.2 [Results Obtained](#)

Briefly describe the results of these activities.

##### 3.1.3 [Corrective Action](#)

Describe the actions proposed or planned to improve/rectify the situation.

**Please attach the action plans resulting from these activities.**

#### 3.2 Employee Satisfaction

##### 3.2.1 [Nature of Activities](#)

Briefly describe the activities carried out in 2005-2006 to measure the satisfaction of employees (in regions designated as bilingual for language-of-work purposes) regarding the use of both official languages (e.g., surveys, internal complaint resolution system).

### 3.2.2 Results Obtained

Briefly describe the results of these activities.

### 3.2.3 Corrective Action

Specify the actions proposed or planned to improve/rectify the situation.

**Please attach the action plans resulting from these activities.**

## 3.3 Internal Audits

### 3.3.1 Nature of Activities

Briefly describe the internal audit activities carried out in 2005-2006 that include an official languages component or that exclusively concern official languages.

### 3.3.2 Results Obtained

Briefly describe the results of these activities.

**Please attach the action plans designed to follow up on the recommendations made in these audits.**

## 3.4 Audit of Active Offer and Service to the Public in Both Official Languages in British Columbia (Publication on the OLB's Web Site Scheduled for February 2006)

### 3.4.1 Activities Carried Out Following this Audit

Subject to the accessibility of the results of this audit, where appropriate, describe the activities carried out or future activities to improve the active offer and availability of services in the offices and service points where shortcomings were noted in connection with this audit.

**Please attach the action plans resulting from this audit.**



## ***APPENDIX 1 – DEFINITIONS***

**Good Practices:** Innovative initiatives **newly** in place that contribute to the advancement and promotion of official languages in the institution.

**Diagnosis:** Examination for the purpose of making a judgment on the implementation of OLP and determining the areas where improvement is needed with regard to Parts IV, V and VI of the *OLA*.

**Costs of Language Training:** Costs incurred to provide language training to employees. These costs do not include the costs of replacing employees who are taking language training.

**Performance Indicator:** Information on the institution's performance in relation to the monitoring and reporting requirements contained in Treasury Board's official languages policy instruments.

**Performance Measurement Mechanisms:** Systems for collecting information on the status of the OLP and on the institution's performance with regard to the monitoring and reporting requirements contained in Treasury Board's official languages policy instruments.

**Staffing Actions:** Any staff movement carried out during the year that results in an appointment or a deployment to an indeterminate or term position for more than three months, including acting appointments of more than six months for executives or of more than four months for other employees.

**Targeted Objectives:** Ultimate goals to attain.

**Immediate Results:** Short-term effects of an action or activity (e.g., the number of persons who have been trained is the immediate result of a training activity).



**APPENDIX 2 – LIST OF INSTITUTIONS SUBJECT TO THE VARIOUS OFFICIAL LANGUAGES POLICY INSTRUMENTS FOR THE PURPOSE OF PREPARING THE 2005-2006 ANNUAL REVIEW**

(Subject to validation by the legal services section of each institution.)

Code	Official languages policy framework	Policy on the Use of Official Languages for Communications with and Services to the Public	Directive on the Use of Official Languages on Web Sites	Directive on the Use of Official Languages in Electronic Communications	Policy on Languages of Work	Regulations (Communications with and Services to the Public) and related directives	Policy on Official Languages for HR Management	Policy on Grants and Contributions	Directive on the Linguistic Identification of Positions or Functions	Directive on the Staffing of Bilingual Position	Directive on Language Training and Learning Retention	Bilingual Bonus Directive
ACO	X	X	X	X	X	X	X	--	X	X	X	X
AEC	X	X	X	X	X	X	X	--	--	--	--	--
AGR	X	X	X	X	X	X	X	X	X	X	X	X
AHS	X	X	X	X	X	X	X	--	X	X	X	X
AIR	X	X	X	X	X	X	X	--	--	--	--	--
APM	X	X	X	X	X	X	X	--	--	--	--	--
APT	X	X	X	X	X	X	X	--	X	X	X	X
ATN	X	X	X	X	X	X	X	--	X	X	X	X
AUD	X	X	X	X	X	X	X	--	--	--	X	--
BAL	X	X	X	X	X	X	X	--	X	X	X	X
BCO	X	X	X	X	X	X	X	--	X	X	X	X
BLD	X	X	X	X	X	X	X	--	--	--	--	--
BNK	X	X	X	X	X	X	X	--	--	--	--	--
BSF	X	X	X	X	X	X	X	--	X	X	X	X
BWB	X	X	X	X	X	X	X	--	--	--	--	--
CAJ	X	X	X	X	X	X	X	--	X	X	X	X
CAP	X	X	X	X	X	X	X	--	--	--	X	--
CBC	X	X	X	X	X	X	X	--	--	--	--	--
CBD	X	X	X	X	X	X	X	--	--	--	--	--
CBM	X	X	X	X	X	X	X	--	--	--	--	--
CCB	X	X	X	X	X	X	X	--	--	--	--	--
CCC	X	X	X	X	X	X	X	--	--	--	--	--
CCF	X	X	X	X	X	X	X	--	X	X	X	X
CCL	X	X	X	X	X	X	X	--	--	--	--	--
CCM	X	X	X	X	X	X	X	--	--	--	--	--
CDC	X	X	X	X	X	X	X	--	X	--	X	X
CEO	X	X	X	X	X	X	X	--	X	X	X	X

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CES	X	X	X	X	X	X	X	--	X	X	X	X
CFC	X	X	X	X	X	X	X	--	--	--	X	--
CGC	X	X	X	X	X	X	X	--	X	X	X	X
CIC	X	X	X	X	X	X	X	--	X	X	X	X
CLC	X	X	X	X	X	X	X	--	--	--	--	--
CLD	X	X	X	X	X	X	X	--	X	X	X	X
CLR	X	X	X	X	X	X	X	--	X	X	X	X
CMC	X	X	X	X	X	X	X	--	--	--	--	--
CMH	X	X	X	X	X	X	X	--	--	--	--	--
CNR	X	X	X	X	X	X	X	--	--	--	--	--
COL	X	X	X	X	X	X	X	--	X	X	X	X
COP	X	X	X	X	X	X	X	--	X	X	X	X
CPM	X	X	X	X	X	X	X	--	X	X	X	X
CPO	X	X	X	X	X	X	X	--	--	--	--	--
CRI	X	X	X	X	X	X	X	--	--	--	X	X
CSA	X	X	X	X	X	X	X	--	X	X	X	X
CSB	X	X	X	X	X	X	X	--	--	--	--	--
CSD	X	X	X	X	X	X	X	X	X	X	X	X
CSE	X	X	X	X	X	X	X	--	--	--	X	--
CSI	X	X	X	X	X	X	X	--	--	--	X	--
CSN	X	X	X	X	X	X	X	--	--	--	X	--
CST	X	X	X	X	X	X	X	--	X	X	X	X
CSW	X	X	X	X	X	X	X	--	X	X	X	X
CTA	X	X	X	X	X	X	X	--	--	--	--	--
CTI	X	X	X	X	X	X	X	X	X	X	X	X
CWB	X	X	X	X	X	X	X	--	--	--	--	--
DCL	X	X	X	X	X	X	X	--	--	--	--	--
DFO	X	X	X	X	X	X	X	X	X	X	X	X
DIC	X	X	X	X	X	X	X	--	--	--	--	--
DND1	X	X	X	X	X	X	X	X	--	--	--	X
DND2	X	X	X	X	X	X	X	X	X	X	X	X

DND1 = Canadian Forces  
DND2 = Other



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DOE	X	X	X	X	X	X	X	X	X	X	X	X
DSL	X	X	X	X	X	X	X	X	X	X	X	X
DUS	X	X	X	X	X	X	X	X	X	X	X	X
DVA	X	X	X	X	X	X	X	X	X	X	X	X
EAA	X	X	X	X	X	X	X	--	X	X	X	X
ECB	X	X	X	X	X	X	X	--	--	--	--	--
EDC	X	X	X	X	X	X	X	--	--	--	--	--
ENR	X	X	X	X	X	X	X	--	--	X	X	--
ESR	X	X	X	X	X	X	X	--	X	X	X	X
EXT	X	X	X	X	X	X	X	X	X	X	X	X
FBD	X	X	X	X	X	X	X	--	--	--	--	--
FBP	X	X	X	X	X	X	X	--	--	--	--	--
FCC	X	X	X	X	X	X	X	--	--	--	--	--
FCG	X	X	X	X	X	X	X	--	X	X	X	X
FDC	X	X	X	X	X	X	X	--	--	--	--	--
FFM	X	X	X	X	X	X	X	--	--	--	--	--
FIN	X	X	X	X	X	X	X	X	X	X	X	X
FJA	X	X	X	X	X	X	X	--	X	X	X	X
FNA	X	X	X	X	X	X	X	--	--	X	X	--
FPF	X	X	X	X	X	X	X	--	--	--	--	--
FPN	X	X	X	X	X	X	X	--	X	X	X	X
FRD	X	X	X	X	X	X	X	--	X	X	X	X
FRP	X	X	X	X	X	X	X	--	--	--	--	--
GGG	X	X	X	X	X	X	X	--	X	X	X	X
HLT	X	X	X	X	X	X	X	--	--	--	--	--
HRC	X	X	X	X	X	X	X	--	X	X	X	X
HRH	X	X	X	X	X	X	X	X	X	X	X	X
IAN	X	X	X	X	X	X	X	X	X	X	X	X
ICA	X	X	X	X	X	X	X	--	--	--	X	--
IDA	X	X	X	X	X	X	X	--	X	X	X	X
IDR	X	X	X	X	X	X	X	--	--	--	--	--
IHR	X	X	X	X	X	X	X	--	--	--	--	--

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IMC	X	X	X	X	X	X	X	X	X	X	X	X
INF	X	X	X	X	X	X	X	X	X	X	X	X
INT	X	X	X	X	X	X	X	--	--	--	--	--
IOG	X	X	X	X	X	X	X	--	--	X	--	--
IPC	X	X	X	X	X	X	X	--	X	X	X	X
IRA	X	X	X	X	X	X	X	--	X	X	X	X
IRB	X	X	X	X	X	X	X	--	X	X	X	X
IRN	X	X	X	X	X	X	X	--	--	--	X	--
JUS	X	X	X	X	X	X	X	X	X	X	X	X
MAI	X	X	X	X	X	X	X	--	--	--	--	--
MHI	X	X	X	X	X	X	X	--	X	X	X	X
MNS	X	X	X	X	X	X	X	--	--	--	--	--
MNT	X	X	X	X	X	X	X	--	--	--	--	--
MOT	X	X	X	X	X	X	X	X	X	X	X	X
NAC	X	X	X	X	X	X	X	--	--	--	--	--
NAV	X	X	X	X	X	X	X	--	--	--	--	--
NBC	X	X	X	X	X	X	X	--	--	--	--	--
NCC	X	X	X	X	X	X	X	--	--	--	--	--
NEE	X	X	X	X	X	X	X	--	--	--	X	--
NFB	X	X	X	X	X	X	X	--	--	--	X	--
NFR	X	X	X	X	X	X	X	--	--	--	--	--
NGC	X	X	X	X	X	X	X	--	--	--	--	--
NHW	X	X	X	X	X	X	X	X	X	X	X	X
NNO	X	X	X	X	X	X	X	--	--	--	--	--
NPB	X	X	X	X	X	X	X	--	X	X	X	X
NRC	X	X	X	X	X	X	X	--	--	--	X	X
NSE	X	X	X	X	X	X	X	--	--	--	X	--
NST	X	X	X	X	X	X	X	--	--	--	--	--
OCC	X	X	X	X	X	X	X	--	--	--	X	--
OCI	X	X	X	X	X	X	X	--	--	X	X	--
OCS	X	X	X	X	X	X	X	--	X	--	X	X
PAA	X	X	X	X	X	X	X	--	--	--	--	--
PAG	X	X	X	X	X	X	X	--	--	--	--	--

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PAL	X	X	X	X	X	X	X	--	--	--	--	--
PAP	X	X	X	X	X	X	X	--	--	--	--	--
PCH	X	X	X	X	X	X	X	X	X	X	X	X
PCO	X	X	X	X	X	X	X	--	X	X	X	X
PDP	X	X	X	X	X	X	X	--	--	--	--	--
PEN	X	X	X	X	X	X	X	--	X	X	X	X
PHA	X	X	X	X	X	X	X	--	--	--	--	--
PNR	X	X	X	X	X	X	X	--	--	--	--	--
POL	X	X	X	X	X	X	X	--	--	--	X	--
PPT	X	X	X	X	X	X	X	--	X	X	X	X
PSC	X	X	X	X	X	X	X	--	X	X	X	X
PSP	X	X	X	X	X	X	X	X	X	X	X	X
PTA	X	X	X	X	X	X	X	--	--	--	--	--
PTP	X	X	X	X	X	X	X	--	X	X	X	X
PXR	X	X	X	X	X	X	X	--	X	X	X	X
QBC	X	X	X	X	X	X	X	--	--	--	--	--
QWL	X	X	X	X	X	X	X	--	--	--	--	--
RCM1	X	X	X	X	X	X	X	--	X	--	X	X
RCM2	X	X	X	X	X	X	X	--	X	X	X	X
RCT	X	X	X	X	X	X	X	--	X	X	X	X
REC	X	X	X	X	X	X	X	--	X	X	X	X
REV	X	X	X	X	X	X	X	--	--	--	X	--
RID	X	X	X	X	X	X	X	--	--	--	--	--
RPP	X	X	X	X	X	X	X	--	X	X	X	X
RRF	X	X	X	X	X	X	X	--	--	--	--	--
RSN	X	X	X	X	X	X	X	X	X	X	X	X
RTC	X	X	X	X	X	X	X	--	X	X	X	X
SGN	X	X	X	X	X	X	X	--	--	--	--	--
SIF	X	X	X	X	X	X	X	--	--	X	X	--
SIR	X	X	X	X	X	X	X	--	--	--	X	--
SJN	X	X	X	X	X	X	X	--	--	--	--	--

RCM1 = Members  
RCM2 = Public Servants

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SLS	X	X	X	X	X	X	X	--	--	--	--	--
SRB	X	X	X	X	X	X	X	--	--	X	X	--
SSH	X	X	X	X	X	X	X	--	--	--	X	--
STC	X	X	X	X	X	X	X	--	X	X	X	X
STD	X	X	X	X	X	X	X	--	--	--	--	--
STL	X	X	X	X	X	X	X	--	--	--	--	--
STS	X	X	X	X	X	X	X	--	--	--	--	--
SUC	X	X	X	X	X	X	X	--	X	X	X	X
SVC	X	X	X	X	X	X	X	X	X	X	X	X
TAT	X	X	X	X	X	X	X	--	X	X	X	X
TBD	X	X	X	X	X	X	X	X	X	X	X	X
THB	X	X	X	X	X	X	X	--	--	--	--	--
TOR	X	X	X	X	X	X	X	--	--	--	--	--
TRC	X	X	X	X	X	X	X	--	--	--	--	--
TRR	X	X	X	X	X	X	X	--	--	--	--	--
TSB	X	X	X	X	X	X	X	--	X	X	X	X
TSD	X	X	X	X	X	X	X	--	X	X	X	X
VIA	X	X	X	X	X	X	X	--	--	--	--	--
VPA	X	X	X	X	X	X	X	--	--	--	--	--
WCO	X	X	X	X	X	X	X	X	X	X	X	X
WIN	X	X	X	X	X	X	X	--	--	--	--	--

